BUILDING BETTER LIBRARY SERVICE
FOR THE CITIZENS OF MONTANA

A Long Range Plan

for

Continuing Library Education

in the

State of Montana

A Report of

The Montana State Library Commission's
Continuing Education Committee

Prepared by

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Submitted to
The Montana State Library

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The Montana State Library Commission's Continuing Education Committee:

Carol Allison	Paraprofessional & Support Staff Representative
Edna Berg	Post-Secondary Education & Trustee Representative
Carol Brett	School Library Representative
Peter Carparelli	School Administrator Representative
Susie Holt	Special Library Representative
Jane Howell	Academic Library Representative
Sheila Lee	Public Library Representative
Georgia Lomax	Montana Library Association's Continuing Education Committee Representative
Mary Bushing	Staff Liaison Montana State Library
Darlene E. Weingand, Ph.D.	Facilitator

Chapter 1

PLANNING TO PLAN

The nature of education as a process of growth and development implies an evolving and continuous effort on the part of both providers and participants. Education in the adult professional years is not static; rather, it builds upon past and present knowledge and experience to produce new insights and new methods of understanding. Library education, in particular, is a continuum which originates in the first class or workshop relating to library and information studies and moves on throughout the library worker's career to update competence, expand knowledge, and reinforce attitudes of excellence and service. In this time of social and technological change and expansion, this awareness of library education as a continuum is an essential concept.

Too often in past years, continuing education was considered an individual's personal responsibility--in terms of both educational effort and payment for educational activities. Today, however, the rapid developments in society and technology have virtually reconstructed the library field and continuing library education has become a responsibility that must be mutually shared by the individual, the institution, the profession and society-at-large.

Recognizing this reality, the State of Montana has gathered together professionals, policymakers and support staff representing all types of libraries and formed a statewide continuing education committee which received a charge to develop and seek implementation for a statewide continuing education long range plan. To assist with this effort, Professor Darlene E. Weingand, University of Wisconsin-Madison School of Library and Information Studies, served as consultant and facilitator to the statewide committee. Work on the project, funded by LSCA grant monies, began in May 1987 with a meeting in Helena.

There were five components to the first stage of the long range planning effort:

1.   An initial planning session with the statewide continuing education committee. In a discussion of lifelong learning, staff development, and continuing library education, the following definitions were adopted by the committee:

Lifelong learning...Broadly-based learning which is focused on the individual person in terms of personal interest, community, growth and maturity; not necessarily job related; can be formal or informal.

Staff development...Learning within the library/institutional setting in terms of specific, task-oriented skills; planned by institutional administration with an organizational focus.

Continuing library education....Learning, either credit or noncredit and available in a wide range of formats and timelines, which relates to the field of library and information studies and is engaged in by all levels of staff, trustees/policymakers.

Discussion then centered on the committee's perception of the existing Montana continuing education system, including educational opportunities, number of libraries, number of library staff members and policymakers for each type of library, how each group's continuing education needs are presently met, and the barriers to continuing education for each library type. [See Appendix A]

2.   A questionnaire sent to 45 continuing education providers in and near Montana.
[See Appendix B for questionnaire and detailed results] This questionnaire was designed to discover what continuing education opportunities are currently available to the Montana library community, and by which providers. A summarization of the key results of this survey yields the following information:

•There is a relationship between the provision of continuing library education and organizational mission of several providers, but some viewed continuing education in broader terms than library-specific.

• Where continuing education is offered, many [but not all] institutions seek to cooperate with other providers.

•The principal formats cited are workshop [11], college course [6], conference [5], and short course [4], indicating that the principal formats are workshops and conference programs with some use of academic coursework.

•Surveys, state objectives and standards, and requests appear to be the primary determinants

of continuing education topic areas.

•The principal institutional roles identified are as resource to be called upon, initiator of continuing education, and facilitator of planning.

•The primary target audiences are librarians/media professionals.

•There is an almost equal division between the establishment of eligibility requirements and no such requirements.

•In the last two years, most continuing education has been directed toward public libraries and school media centers.

•Most continuing education has focused on collection development, organization and use.

•Two-thirds foresee no major shifts in emphasis or clients in the next few years.

•Two-thirds rely on in-house resources for providing continuing library education.

•Campus libraries (probably because of their physical facilities) are used most often, followed by public libraries and classroom facilities as sites for continuing education.

•Two-thirds have produced materials for use in continuing education activities.

•More than half of the providers did not utilize any existing communications capability; those providers that did use such capabilities paid for the use through a variety of mechanisms.

•The most severe constraints on continuing library education efforts were staff limitations.

•Most providers would like to know what content and format consumers want before planning continuing education opportunities.

•There was no consensus regarding what providers would like consumers to know about them.

•Where recognition is offered, the most frequently cited form is college credit for summer session courses.

3. A series of regional needs assessment meetings in Missoula, Billings, Glendive and Havre during July 1987. These meetings identified the following top-ranked five barriers [preventing adequate continuing education opportunities] in each location: [For the complete list of barriers, see Appendix C.]

Missoula: Policymakers who don't understand; lack of financial support; time--too many responsibilities; geographic distance; complacency.

Billings: Geographic distance; lack of funds; lack of time; lack of college-level academic programs and lack of policymaker support; lack of knowledge about what's available.

Glendive: Distance/money; time to participate; lack of educational (credit) opportunities; staffing and isolation, problems with networking and weather; family life.

Havre: Money; time; distance; conditions of employment; administrative support; no in-state degree.

Many proposals designed to provide remedies for these barriers were suggested at these regional meetings. [For the complete list of remedies, see Appendix C.] The following remedies are representative of those proposals:

Use of audiovisual media, telecommunications transmission of education, satellite delivery systems, independent study, lobbying of the University of Montana & Montana StateUniversity to provide courses, repeated workshops around the state, bed and breakfast network to reduce travel costs, clearinghouse of continuing education activities, creation of a state continuing education coordinator position, development of a pool of substitute librarians, investigation of academic institutions like NOVA, learning marketing strategies, incentive pay, and emphasis on quality in continuing education.

Finally, these regional meetings produced lists of "hot topics", subjects in which interest was high and that could be translated into continuing education events. Representative topics include: time management, funding, marketing, intellectual freedom, microcomputers applications, bookkeeping, budgeting, communication, grantsmanship, basic skills, political effectiveness, and management skills. [Appendix D lists the "hot topics" for continuing education suggested by each meeting.]

In addition to the regional meetings, the planning committee also met in Billings in July to review the preliminary results of the regional meetings and to discuss the concepts to be included in the next component of the planning process: development of questionnaires which would be mailed in late August to a sample of the Montana library community.

4. The needs assessment questionnaires. In August, 1987, two needs assessment questionnaires were distributed to a sample of the Montana library community: one to librarians and support staff and one to policymakers. A participant data sheet was included with each questionnaire. The percentage of returns ranged from 29% to 59%, with a mean return of 38%. A summary of results may be found in Chapter 2; see Appendix E for sample questionnaires and Appendix F for detailed results .

5. Formation of the Long Range Plan. In November, the statewide continuing education committee met to discuss the results of the needs assessment questionnaire. After reviewing the data from the provider and needs assessment questionnaires and the regional meetings, the committee developed a draft long range plan for continuing library education in Montana. The text of this plan can be found in Chapter 3.

Development of the long range plan concluded the first phase of the planning process. A diagram of Phase One can be found below.

Phase two will be directed toward implementation of the plan over the next five year period. As with all planning processes, the plan will be continually monitored and adjusted as indicated by local and state developments. In addition, the plan will be reviewed annually in its entirety and revised to make further projections so that the plan is always looking five years into the future: a "rolling horizon" of planning effort.

In conjunction with the review of the long range plan, one year operational plans will be developed annually as part of the implementation process. These operational plans will not only contain goals and objectives but specific activities, as well, designed to complete each objective. Objectives and activities will be written in measurable terms, with completion times and responsibility designations. At the conclusion of each planning year, summary evaluation will be based upon the degree of fulfillment of these objectives and activities.

Chapter 2

The Needs Assessment Survey:
Summary of Results

In August 1987, two questionnaires were distributed to a sample of the Montana library community. The first questionnaire was sent to librarians and support staff in academic, special, public and school libraries. A total of 299 responses were received, a 38% response. The second questionnaire was directed to policymakers related to these four types of libraries. A total of 39 responses were received, a 39% response. [See Appendix E for sample questionnaires and Appendix F for detailed results]

The following results highlight the data received from the returns of that survey. *[The consultant's comments and recommendations can be found in italic type.]*

Needs Assessment Questionnaire Results [Librarians and Support Staff]
Overall N=299 ... Librarian N=221... Support Staff N=78

Question 1: Number of library related continuing education activities engaged in during the past two years

Of twenty-five listed possibilities, librarians clearly used participation in association conferences, networking with other librarians, university courses in Montana, Federation-sponsored programs and self-study as primary methods of continuing education. Support staff cited university courses, networking with librarians and other support staff, and Federation programs most frequently.

It is apparent that associations and federations carry the greatest proportion of the continuing education burden, particularly since these occasions offer the greatest opportunities for networking. While university courses are also cited, the decline in the availability of such courses in Montana points to a widening gap between consumer needs and what is provided. In addition, the issue of quality must also be raised. It must be recognized that associations and federations, while extremely important, are not in the education business. It is therefore strongly urged that strategies be developed to create a statewide mechanism for continuing education quality control.

Question 2: Displeasing aspects of continuing education activities

Although there was a high rate of no response among both librarians and support staff *[which is inconclusive as a statistical measure and does not indicate that there was no displeasure]*, those responding focused on geographic distance and expense as negative factors. The issues of time expenditure and securing staff replacement were also targeted, particularly among school librarians.

The issues which received the greatest number of responses are concrete and therefore relatively straightforwaro and easy to identify. As with Maslow's hierarchy of needs, the more basic needs must be met before higher level needs can be expressed. This concept should be considered as Montana's continuing education planning moves forward.

Question 3: Specific CE topics of interest

Librarians were most interested in basic and intermediate levels of time management, marketing, budgeting, coping with change, planning, grantsmanship, technologies, political effectiveness, and funding. In addition, they asked for intermediate and advanced level training in personnel management, professionalism and image, and library skills instruction. Further, they wanted continuing education at all three levels (basic, intermediate and advanced) in standards, automation, and library skills.

Support staff indicated interest in basic and intermediate time management, automation topics, technologies, and library skills. Interest was also expressed for intermediate and advanced training in library skills instruction.

The wide range of interests expressed in the responses further substantiates the overwhelming response found in the next question. Montana library workers are aware of those areas in which continuing education is so vital in this changing society and are vocal about expressing those needs. The climate for continuing education is fertile and the seeds are planted; nurturing growth is a major challenge and responsibility.

Question 4: Importance of continuing education

Eighty-one percent of librarians and support staff rated continuing education as either important or extremely important. Another 12 percent indicated that CE was somewhat important to them. **This strong affirmation of the need for continuing education among Montana library staff members is extremely important and is a keystone of the long range plan.**

There is an absolute mandate here.

Question 5: Distance respondents are willing to travel

The outside limit indicated by forty percent of the respondents is between 100 and 249 miles. However, four percent were unwilling to travel more than five miles; sixteen percent cited five to 49 miles as their limit; and 23 percent were reluctant to go beyond the 50-99 mile range. Therefore, a total of 43 percent were unwilling to travel more than 100 miles. Several comments were received from respondents that tied willingness to travel to the topic presented and/or whether funding was available.

In Montana, a state of vast distances, a reluctance to commit time to extensive travel is not surprising. In such a situation, alternative delivery systems would seem to be a natural route to pursue. Continuing education via telecommunications and audiovisual media --and whatever additional technologies become available-- would reduce time and distance concerns to manageable levels.

Question 6: Cost of the most significant CE event attended in the past year

The greatest response came from librarians, twenty-six percent of whom indicated an expenditure of $100-$250. This response came primarily from school and public librarians. Unfortunately, the second highest response, representing sixteen percent of librarians and thirty-two percent of support staff, was that no continuing education events had been attended in the past year. Free programs also received a major response: ten percent of librarians and twenty-one percent of support staff, which may reflect inservice training. Librarians responded to other cost categories [including the more than $500 category] with a rather even ten to thirteen percent per category.

Cost is always a factor. However, there is a very real relationship between willingness to pay [on the part of either the student or the institution] and the perceived quality of the continuing education event. Experience dictates that where quality leads, cost --and willingness to pay-- will follow.

Question 7: Payment for continuing education.

There were three major responses to this question from both librarians and support staff. Thirty-two percent reported a combination of self and institution supporting their continuing education activities; twenty-six percent claimed that they were self-financed; and twenty-two percent were supported by their library/institution. The twenty-three percent electing not to respond may reflect, in part, the free programs cited in Question 6.

Payment for continuing education must be viewed as a concern and responsibility that is

shared by the individual, the institution and the larger society. It is unrealistic to assume that any one portion of this triumverate should assume the entire financial burden. "Who should pay?" is a national question, not specific to Montana, and one that commands continued attention and dialogue. It is ironic that public monies are directed primarily to K-12 education, secondarily to post-secondary education--and only minimally to the continuing education that would assure that the original education is not outdated! There are political considerations to be factored into this dialogue, but the overriding issue is one of effectively progressing within the Information Society. Continuing education is essential to this progression.

Question 8: Time spent away from the job attending continuing education events

Thirty-eight percent [thirty percent of librarians and forty-nine percent of support staff] reported that no work days were expended in pursuit of continuing education, a result that can be traced *[again, in part]* to both the cited free programs, which may include inservice training, and the numbers who did not attend any continuing education in the past year. However, twenty-seven percent [twenty-eight percent of librarians and twenty-four percent of support staff] spent two to three days away from the job attending continuing education.

The time spent in pursuit of continuing education is an asset to both individual and organization--and an institutional strength. Staff members become recharged and return full of enthusiasm and new ideas. When organizational rewards are designed to encourage and build upon staff learning and growth, the entire organization benefits.

Question 9: Level of library preparation desired [beyond present level]

Librarians, particularly school librarians, expressed a strong desire for a master's degree in library science [twenty-one percent]; the same percentage held true for support staff as well, raising the overall percentage of response to twenty-six percent. Other options receiving expressions of strong interest included non-credit intermediate and advanced library skills and assorted college courses.

There is a strong mandate for college courses in library and information studies, most specifically in terms of earning a Master's Degree from an ALA accredited program. While no Montana institution of higher learning presently offers such a degree, strategies could be developed to cooperate with existing programs elsewhere in the United States to bring in courses [again possibly utilizing telecommunications], arrange for reciprocal tuition and/or establish scholarships for Montana residents to attend classes in another state.

Question 10: Yes/No responses to given statements. Major results from this question include the following:

•Academic, public and special library staff members are most often encouraged to use work time for continuing education; school library staff have much more difficulty.

•Eighty-six percent of the respondents feel that continuing education is important to their job.

•In terms of recognition/reward for participation in continuing education activities, the total results are almost evenly distributed; however, this total result is built upon academic library staff members' two-to-one positive response and school library staff members' two-to-one negative response.

•In public and school libraries, substitutes are generally available to cover absence; this is not true in special libraries; and in academic libraries, the response is mixed.

•Institutional reimbursement appears to be frequently available for some portion of continuing education, except for school library support staff.

•The existence of an institutional policy regarding continuing education has prompted a mixed response: twenty-eight percent replied that such a policy does exist; an equal percentage really don't know; and forty percent assert that no such policy is in place.

•An overwhelming eighty-nine percent of the respondents are willing to sometimes attend a continuing education event at their own expense.

•Sixty-eight percent favor a Montana system for certification of public librarians, with a mixed response as to whether such a system should be voluntary or mandatory [support for voluntary is found among public library staff; support for mandatory comes from academic and school library staff].

•In terms of establishing a system for certification of public library support staff, fifty-six percent agree that this should occur; the overwhelming preference is for a voluntary system.

•Sixty-two percent would be willing to participate in a certification system-- particularly if such a system were voluntary.

•Finally, sixty-nine percent responded that their institution does not provide continuing education opportunities for volunteers.

Most of these issues have been treated earlier in the survey responses, at least in part, with the major exception of the certification issue. Certification has a two-fold purpose: 1) to assure the community that the librarian and/or support staff person has had appropriate and sufficient education

to adequately perform the job; and 2) to provide a baseline of competence upon which to predicate library positions. In addition, recertification requirements provide further assurance that competence is being maintained.

It is apparent from the responses that certification has received a preliminary stamp of approval-- initially, at least, in the voluntary mode.

Question 11: Reasons for participation in continuing education

Personal reasons for participation centered on personal interest and the need to learn, keep updated and improve skills. Workplace reasons focused on sharing knowledge gained with other staff members, skills needed for the job, and relevance to job responsibilities. Other reasons included the reputation of the speaker, the credibility of the provider/sponsor, and the accessibility of the activity.

Although the responses to Question 12 focus on monetary rewards, the reasons given for participation are significantly "other-directed". While recognizing that librarianship is a service profession and thereby tends to attract service-oriented individuals, the results are still noteworthy. The highest calling for educational purpose is based in intrinsic motivation, rather than extrinsic. This is clearly evident here. Montana librarians are to be commended for their dedication and high ideals--and deserve the continuing education to support them.

Question 12: Preferred ways used to recognize participation in continuing education

The three most often selected mechanisms for recognition were based in monetary rewards of one kind or another: tuition and fee reimbursement; expenses paid; and salary change/increase. Librarians were also interested in release time and an opportunity to share the knowledge gained. Support staff also targeted a record in the personnel file.

Even though educational purpose may be high, the respondents are seeking tangible and concrete recognition of their efforts. This intent may be two-fold: first, to receive the type of recognition that is valued in our society; and second, a higher value, to enable continuing education take place where it might otherwise not be possible.

Question 13: Providers of educational opportunities identified as used for continuing education

Primary providers cited were professional associations [fifty-two percent] and library education programs [forty-three percent]. [Note: More than one selection was allowed by each respondent.]

This response is bittersweet. It has been previously acknowledged that professional associations, by both intent and default, supply a major portion of continuing education activities; this reality is confirmed. However, the second "vote" for library education programs comes in the face of further retrenchment in the discipline of library science by Montana institutions of higher learning. If there is a message here, it is that a mandate for quality, if not quantity in library science programs is warranted.

Needs Assessment Questionnaire Results [Policymakers] N=39

Question 1: Importance of continuing education

Eighty-five percent of the respondents believe that continuing education is either extremely or very important. No one thought it unimportant.

This response is most encouraging--and makes a strong case for state-wide consensus on this point.

Question 2: Institution funds continuing education activities

Sixty-one percent indicated that institutional funding was available.

This is a heartening response, but it also points up an opportunity for growth and change among the remaining thirty-nine percent!

Question 3: Institution has continuing education policy

Although the total divided almost in half, the distribution of replies indicated that policies were more readily found in academic and school libraries than in special or public libraries.

Another area for growth and change, the establishment of a continuing education policy is a critical first step in institutional support of, first, the concept of continuing education and, second, the reality.

Question 4: Librarians are given work release time to participate in CE activities

Seventy-four percent of those policymakers responding indicated that work release time is given.

Again, a satisfying response, but there is obvious potential for improvement.

Question 5: Members of library staff are given work release time to attend CE

While the response is still definitely in the affirmative [59%], twenty-eight percent reported that there was not release time for staff members.

There seems to be a pervasive notion that while "professionals" may need and deserve continuing education, it is not as necessary for support personnel. This is both a philosophical and pragmatic error, as today's fast-paced world absolutely demands that all workers keep up with the rate of change.

Question 6: A reward/recognition system is in place

Almost the reverse of the previous question, fifty-nine percent responded that there was no reward system, while twenty-eight percent do have such a system in place.

Given the nature of human motivation, which [in an ideal world] operates on intrinsic reward but [in the real world] seeks out extrinsic recognition, this response is unacceptable. From the earliest years, when smiling faces decorated classroom assignments, people learn to seek out reinforcers of behavior. Such reinforcement is simply good management and strategies need to be developed to encourage mechanisms of reward/recognition for participation in continuing education.

Question 7: Montana should have a certification system for public librarians

Just over half the respondents voted in favor of a certification system, with most preferring a voluntary model. Another quarter were uncertain and did not venture an opinion, while twenty-one percent rejected the idea.

*This response is not surprising, considering the results of the previous question. A certification system can be considered a type of recognition and serves as a testimonial that the person earning such certification has attained a stated level of competence and achievement.
Policymakers do not seem to be in tune with the sentiment from the field on the same issue. Lobbying [in the educational sense] seems indicated.*

Question 8: Montana should have a certification system for public library support staff

Thirty-eight percent rejected this proposal. Of the twenty-eight percent approving the concept, almost two-third preferred the voluntary model. Thirty-one percent were uncertain.

As in Question 5, the regard for the needs of support staff [in relation to librarians] is less informed. While it is true that certification systems are most frequently designed for professionals in a discipline, there are many systems of licensure that apply to the trades and other occupations. If Montana library support staff feel that a certification system would be of personal value, such a system should be investigated.

Question 9: Continuing education is provided for volunteers

Corroborating the results of the librarian/support staff questionnaire, sixty-four percent of the policymakers stated that no continuing education is available for volunteers.

Particularly in times of economic retrenchment, unpaid staff are relied upon for increasing

numbers of tasks. Logic would seem to dictate that these individuals must also be knowledgeable about new developments, trends and issues, and continuing education efforts would appear to be a sensible approach.

Question 10: Personal continuing education needs regarding libraries are being met

Slightly more than half the policymakers felt that their needs were being met; twenty-one percent did not. The remainder were uncertain.

Uncertainty here must be classified as a negative response. If their needs were being met, they would be aware of that reality. Therefore, there is much opportunity present in terms of educating policymakers to the importance and needs of libraries and staff.

Question 11: Barriers working against providing continuing education for library staff

Academic library policymakers ranked lack of funds as the #1 barrier, followed by lack of opportunities and geographical distance in the #2 slot. Special library policymakers cited lack of opportunities, geographical distance and lack of time, but did not rank their responses. Public policymakers strongly indicated that funding was the major issue, followed by geographical distance. School policymakers also voted lack of funds as #1, with lack of time and geographical distance competing for the second spot.

Money, distance, time and lack of opportunities present a formidable list of barriers. However, as with all barriers, they can be overcome with imagination and creativity. The statewide continuing education committee has taken the results of these surveys and the regional meetings and prepared a draft long range plan which is printed in its entirety in the next chapter. As with all plans, it is subject to revision as conditions warrant.

Chapter 3

THE LONG RANGE PLAN

The following plan is based upon a five-year projection. It is understood by the statewide continuing education committee that this plan operates within the following guidelines:

1. The plan contains a mission statement, needs assessment, goals and measurable objectives, with strategies for evaluation.
2. The goals are listed in priority order [as ranked by the committee] with goals receiving tie votes appearing as "a" and "b".
3. No action plans are included, as actions are appropriate to one-year operational plans.
4. An operational plan will be developed on an annual basis and will be designed to further move Montana in the direction of the long range plan.
5. The long range plan will be reviewed and updated annually, in tandem with the development of the operational plan. This updating will result in a long range plan that continually projects five years into the future.
6. Both process and summary evaluation will be used.

The Continuing Education Committee affirms the importance of an individual whose primary responsibility it is to coordinate and implement elements of a plan for continuing education within the State of Montana. With such an individual, working with a representative statewide committee, the goals and objectives of this long range plan are achievable.

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Montana Long Range Plan for Continuing Library Education
1988 - 1993

Mission

To provide for and encourage the achievement, maintenance and enhancement of knowledge, skills and attitudes of all library personnel including paid and unpaid staff and policymakers in order to meet the library and information needs of Montana residents.

Needs Assessment

See Chapters 1 and 2

Goals and Objectives

Goal I: To establish the position of Statewide Continuing Education Coordinator in the Montana State Library to provide leadership and coordination in fulfilling the goals and objectives of this plan.

Objective A[1]: Secure funding for the position of Coordinator according to the following schedule:

.3 FTE [exists now in Library Development Officer position]

.5 FTE by 1989

1.0 FTE by 1992

Responsibility: Montana State Library Commission; Montana State Library; Montana Library Association Legislative Committee

–or–

Objective A[2]: Contract with an outside person by 1989.

Responsibility: Montana State Library Commission

Objective B: Establish an on-going Statewide Continuing Edcuation Advisory Committee, by Spring 1988.

Responsibility: Montana State Library Commission

Goal II - A: To provide non-credit intermediate and advanced continuing education
workshops

Objective A: Encourage increase of money through the Montana Library
Association for non-credit continuing education courses,
starting immediately and continuing.
Responsibility: Statewide Continuing Education Advisory
Committee; CE Coordinator; Montana Library Association Members

Objective B: Promote financially sound continuing education
opportunities through alternative funding or self-supporting
mechanisms, starting immediately and continuing.
Responsibility: CE Coordinator; Statewide CE Advisory
Committee; Montana Library Association

Objective C: Investigate, evaluate and make recommendations for a possible
pilot project concerning alternative delivery systems,
starting immediately.
Responsibility: CE Coordinator; Statewide CE Advisory Committee

Objective D: Provide more substantive and longer [2-5 days] continuing
education opportunities, by summer 1989 and continuing.
Responsibility: CE Coordinator; Statewide CE Advisory
Committee; MLA -Continuing Education Committee; Montana
State Library Commission

Objective E: Coordinate planning and implementation by creating a
calendar-clearinghouse of regional continuing education
opportunities, by fall 1988.
Responsibility: CE Coordinator

Objective F: Use high quality experts as instructors for continuing education
programs, starting immediately.
Responsibility: CE Coordinator; Statewide CE Advisory
Committee; MLA-CE Committee; Federations & others.

Goal II-B: To assure that high quality continuing education opportunities are available to Montana library personnel

Objective A: Investigate, through the American Library Association and others,
possible quality approval models, (i.e. provider approval , prior
approval of courses, school district requirements), and make
recommendations for implementation by fall 1990.
Responsibility: CE Coordinator; Statewide CE Advisory
Committee

Objective B: Create a statewide mechanism for continuing education quality control
based on recommendations from "A", by fall 1991.
Responsibility: Statewide CE Advisory Committee; State
Library; CE Coordinator; MLA Board

Goal III-A: To determine appropriate mechanisms for delivering continuing education at a distance and to implement such mechanisms.

Objective A: Investigate, evaluate and report the capabilities of existing systems
(i.e. telecommunication at College of Great Falls and bridge in
Telecommunication Division) to the CE Coordinator and
Statewide CE Advisory Committee, by fall 1988.
Responsibility: Rural Information Specialist

Objective B: Investigate, evaluate and report the capabilities of broadcasting via
low power television, local cable, public television and radio,
FM signal, vertical blanking interval [VBI] to the Statewide CE
Advisory Committee, by fall 1988.
Responsibility: Rural Information Specialist

Objective C: Investigate possible telecommunication linkages with existing courses
in other states, by fall 1988 and ongoing.
Responsibility: CE Coordinator; Statewide CE Advisory
Committee

Objective D: Deliver, within the boundaries of each of the six library Federations,
one substantive CE program via an alternative delivery system
by fall 1990.
Responsibility: Montana State Library

Objective E: Develop and publicize a resource center [housing video cassettes,
audio tapes, computer software, etc.] in cooperation with the Office
of Public Instruction, by fall 1989.
Responsibility: CE Coordinator; Montana State Library; OPI

Goal III-B: To create and implement a system of certification and re-certification
for public library personnel including a recognition system for
all paid and unpaid library staff

Objective A: Establish a separate task force or assign responsibility to the State CE
Advisory Committee to design a certification and recognition system
and mechanisms for implementation, by April 1988.
Responsibility: Montana State Library Commission

Objective B: Develop a manual of certification rules and procedures, by March
1990
Responsibility: CE Coordinator; Statewide CE Advisory Committee

Objective C: Take designed system to Montana State Library Commission for approval
[via Administrative Rules], by March 1990.
Responsibility: Task Force or Statewide CE Advisory Committee;
CE Coordinator

Objective D: Implement certification and requirement mechanisms, by July 1990.
Responsibility: Montana State Library Commission; Montana
State Library; CE Coordinator

Objective E: Support monetary objectives of the long range plan, ongoing.
Responsibility: CE Coordinator; Statewide CE Advirsory Committee;
Montana State Library Commission; Montana State Library; Montana
Library Association

Goal IV-A: To Increase participation In and availability of relevant college courses
for academic credit Including those on basic library skills

Objective A: Encourage an increase in CE grant funds available through MLA for
academic courses, starting immediately .
Responsibility: Statewide CE Advisory Board through liaison to MLA

Objective B: Encourage Friends of Montana Libraries to develop a scholarship fund,
starting immediately and accomplished by April 1989.
Responsibility: CE Coordinator; Chair of Statewide CE Advisory
Committee

Objective C: Negotiate with Montana 's colleges and university units for at least one
of them to offer extension and telecommunication courses,
with such course offerings in library-related subjects in place
by 1991.
Responsibility: CE Coordinator; Montana State Library

Objective D: Negotiate for intermediate and advanced level information and library
science courses to be offered at appropriate times, beginning now
and accomplished by 1991.
Responsibility: CE Coordinator; Montana State Library; Montana
Library Association; Montana Education Association [through
networking]

Objective E: Develop clearinghouse on existing library edcuational opportunities and
financing, by fall 1988.
Responsibility: CE Coordinator

Goal IV-B: To require that every library develop a continuing education policy that
addresses the needs of all levels of staff and policymakers, both paid
and unpaid

Objective A: Develop guidelines for policies, including local funding commitment,
by fall 1989.
Responsibility: Statewide CE Advisory Committee; CE Coordinator

Objective B: Tie compliance to grant funding, by fall 1990.
Responsibility: Montana State Library Commission

Goal V: To Improve access to the ALA-accredited MLS programs

Objective A: Seek additional funding sources for scholarships for individuals
[including other educational agencies], to be done annually.
Responsibility: CE Coordinator; Statewide CE Advisory
Committee; MLA -CE Committee; Montana Library
Services Advisory Council; Montana Library
Commission; Statewide Friends group

Objective B: Authorize two LSCA grants/scholarships for full-time MLS studies
[annually: two years per grant], by spring 1988.
Responsibility: Montana Library Services Advisory Council;
Montana State Library Commission

Objective C: Investigate bringing existing programs from ALA-accredited
schools to Montana, by January 1989.
Responsibility: CE Coordinator

Objective D: Negotiate in-state tuition arrangements with ALA -accredited schools,
by January 1989.
Responsibility: CE Coordinator

Objective E: Lobby for funding of WICHE program, by next legislative session in
January 1989.
Responsibility: MLA Legislative Committee; Montana State Library
Commission

Goal VI: To provide regular continuing education opportunities for support staff, volunteers and trustees

> Objective A: Include appropriate materials for this goal in Resource Center
> [see Goal III-A, Objective D], starting in fall 1989 and continuing.
> Responsibility: CE Coordinator; Montana State Library;
> Office of Public Instruction

> Objective B: Develop training packages on teaching techniques for adult education for
> continuing education presenters at all levels and offer on a regular
> basis, by fall 1989.
> Responsibility: CE Coordinator; Montana State Library

Goal VII-A: To conduct periodic needs assessments to determine areas of continuing education needs

> Objective A: Focus on topics identified in 1987 questionnaire results for
> immediate application.
> Responsibility: CE Coordinator; MLA - CE Committee;
> Federation Coordinators

> Objective B: Request that federations, the Montana Library Association
> and others collect and provide continuing education needs
> assessment data to the State CE Coordinator biannually, by
> July 1, 1990.
> Responsibility: Statewide CE Advisory Committee; Montana
> State Library; Montana State Library Commission; CE Coordinator

Objective C: Provide a formal mechanism to communicate to providers of credit
and non-credit educational opportunities the information
obtained from the CE needs assessment reports (above),
by July, 1990.
Responsiblity: Statewide CE Advisory Committee; CE
Coordinator

Goal VII-B: To provide staffing alternatives so that staff can attend continuing education opportunities

Objective A: Request that the MLA Executive Board establish a committee or charge
an existing committee with the responsibility to structure a staff
exchange program with specific opportunities available by April 1989.
Responsibility: Statewide CE Advirsory Committe

Objective B: Create a pool of available substitutes in each federation, by April, 1989.
Responsibility: CE Coordinator; Federation Coordinators

Objective C: Investigate funding strategies for alternative staffing, by April,1989.
Responsibility: CE Coordinator; Montana Library Services
Advisory Council; Statewide CE Advisory Committee

Evaluation

Throughout the Phase Two of the planning process, the implementation phase, the Statewide Continuing Education Advisory Committee, together with personnel from the State Library, will create the Operational Plan for 1988, adding Action Strategies that will accomplish the Objectives that are targeted for 1988 completion. Both the long range and operational plans will be monitored and necessary adjustments will be made to the goals and objectives, the action strategies, the time lines, and the responsibility designations. At the end of 1988 [and every year thereafter], a final summary evaluation will be made of the year's activity and the next year's operational plan will be formulated--together with an updating of the long range plan.

Needs assessment data will be monitored as a part of the long range plan, relying upon secondary sources for the annual review. However, at least every five years [or more often if conditions change substantially], primary data should again be gathered via surveys, regional meetings and/or other mechanism. Trends should be analyzed as well; an occasional Delphi study using a sample of the Montana library community would be a useful addition to the mix of information. It is important to recognize that data gathering and evaluation are a means to an end: better decision-making and better library service for the citizens of Montana.

The individuals who serve the citizens of the state by providing library/information service are dedicated and committed . The need for continuing education for these individuals is real. They deserve a system which will provide them with the opportunity to acquire and improve their professional skills and knowledge.

This long range plan is designed to be a first step towards providing these people with educational opportunities. The goals and objectives presented here seek to provide the education that is both needed and deserved by the Montana library community.

**Notes from meeting of Continuing Edcuation Committee, May 29, 1987
Montana State Library, Helena, Montana**

Committee's perception of existing Montana continuing edcuation system:
Association sponsored (annual conference)
Fall retreats (school librarians)
Federation sponsored workshops
University courses
Union convention
Vo-tech (now part of university system)
Regional library associations (PNLA - Pacific Northwest Library Association &
MPLA - Mountain Plains Library Association)
LSCA Projects (Federal Funds - Library Services & Construction Act)
Trust/Foundation funded opportunities
Local (consortia)
Videotapes/audiotapes/films
Vendors (jobbers, database & bibliographic utilities)
Books/journals (self-study)

Summaries of libraries and personnel for each type (these were estimates, not actual):

LIBRARIES	#	PAID STAFF	UNPAID	POLICY MAKERS
Academic	24	200 total staff 40% librarians 60% support	Friends Students Retired (RSVP)	Legislature Regents Commission Administration Faculty Library Com.
Public	110	180 total staff 66% librarians 33%	Trustees Citizens Friends Retired (RSVP)	Boards (governing) Commissioners City council Federation Boards Legislature Library Commission
School	400	500 total staff 90% librarians 10% support	Volunteers Student aides Parents aides Retired (RSVP)	State Board School Board Administration District Building
Special	50	50 total staff 90% librarians 10% support	Few	Office of Public Int. Administration Legislature Boards Legislature

Barriers to CE for each type of library (as perceived by the Committee)

ACADEMIC LIBRARIES:
1. Financial - instituational & personal funds
2. Geographic isolation - weather, diatance
3. PR problem -- importance of library in priorities
4. Need to travel out of state
5. University system -- lack of availability of courses, access, currency of content, no CE targeting of librarians

PUBLIC LIBRARIES:
1. Financial - institutional & personal funds
2. Geographic isolation - weather, distance
3. Attitude
4. No career ladders

SCHOOL LIBRARIES:
1. Financial - institutional & personal funds (includes release time, substitute costs and administative support)
2. Geographic isolation - weather, distance
3. Attitude
4. PR - importance of library in priorities
5. University system - lack of availability of courses, access, currency of content, no targeting of librarians

SPECIAL LIBRARIES:
1. Geographic isolation
2. Financial - institutional & personal funds
3. Attitude
4. Level of information relative to possible audience (small number of staff, but high degree of sophistication)
5. Need to travel out of state

WHERE LIBRARY STAFF MEMBERS, VOLUNTEERS, ETC. NOW GET CE

	PUBLIC				ACADEMIC				SPECIAL				SCHOOL			
	LIBRARIAN	SUPPORT	VOLUNTEERS	POLICY-MAKERS	LIBRARIANS	SUPPORT	VOLUNTEERS	POLICY-MAKERS	LIBRARIANS	SUPPORT	VOLUNTEERS	POLICY-MAKERS	LIBRARIANS	SUPPORT	VOLUNTEERS	POLICY-MAKERS
Associations	X	X	X	X	X	X		X	X	X		X	X			X
Universities (in/out MT)	X				X	X			X	X			X	X		X
Self-study	X	X	X	X	X	X			X	X			X	X	X	X
Networking	X	X	X	X	X	X		X	X	X		X	X	X	X	X
Vendors	X	X			X	X			X	X						
Staff development program	X				X	X			X				X			
Foundation funded	X				X				X							
Librarians		X	X	X		X	X	X		X		X		X	X	
Vo-tech		X				X				X				X		
Support Staff			X				X								X	
Lobbyists				X				X				X				X
Inter-level communication				X				X								X
Federations	X	X		X									X			
State Library	X	X		X												
City sponsored	X	X	X													
Attorneys				X												X
School districts													X	X	X	
Office of Public Instruc.													X			
Video tapes																X
Unions													X	X		

MONTANA STATEWIDE CONTINUING LIBRARY EDUCATION NEEDS ASSESSMENT
& LONG RANGE PLAN PREPARATION

Directory of Providers

Institution or Association Name_____

Address_____

_____Telephone_____

Contact Person_____Position_____

1. How does the provision of continuing library education relate to the mission of
    your organization?

2. How do you see your continuing library education role/mission relate to that of
    other providers?

3. As part of the Montana Statewide Continuing Library Education Needs Assessment
    and long range plan for CE, we are developing an inventory of continuing library
    education opportunities. Before we get into the specifics of your offerings,
    could you tell us generally what you/your group do in the way of providing CLE?

4. How do you decide what to offer?

5. What are the principal roles that you/your group perform vis-a-vis continuing library education?

_____ Resource that can be called on when/as needed
_____ Initiator of continuing education for library personnel
_____ Consultant to particular library staffs/groups
_____ Facilitator of planning for CLE
_____ Other - What?

6. What are the principal formats used in your continuing library education in the last two years?

_____ Workshop
_____ Conference
_____ Lecture/Colloquim series
_____ College course
_____ Short course
_____ Auto-tutorial
_____ Correspondence course
_____ Consultation
_____ Other - What?

7. We would like to try to describe the focus of your continuing library education offerings in the last 2 years.

    a. What is the primary target audience you have in mind when you plan CLE? Are there other groups that are also served by your CLE?

Primary	Other	Target Audience
		Librarians/media professionals
_____	_____	Support staff
_____	_____	Trustees/advisory committee members
_____	_____	Volunteers/friends
_____	_____	Other - Who?
_____	_____	

    b. Are there any eligibility requirements or prerequisites that an audience must have to take advantage of your offerings?

    c. In the last 2 years has your CE been primarily directed toward:

        _____ public libraries
        _____ school libraries/media centers
        _____ Community college libraries/learning resource centers
        _____ higher education libraries
        _____ special libraries
        _____ Other - what?
        _____ All library types

    d. Are there particular library functions that your CLE has focused on in the last 2 years? (Read list; concentrate on major foci.)

        _____ Development of collection (includes analyzing user needs for materials, cooperative collection development, generating orders, identifying sources, selection, withdrawing, gifts and exchanges, keeping materials purchase accounts, serials control)

7 d. Continued

_____ Organization of collection (includes development of the classification system, cooperative cataloging, classification, adapting centralized cataloging to local specifications, filing systems, indexing)

_____ Preparation and maintenance of collection (includes processing, binding, preservation, microfilming)

_____ Storage and retrieval of collection (includes shelving, inventory, moving collections, searching for lost items, filing, signage, related library equipment - A-V, shelves, files, etc. - archives)

_____ Circulation (includes circulation systems, interlibrary loan, reserves, registration, user complaints)

_____ Interpretation and use of collection (includes library instruction, reference, reader guidance, instruction in A-V use, programming, exhibits and displays, faculty liaison, information and referral, service to special groups, database searching, storytelling)

_____ Management (includes library policies, planning, library statistics and measures, governance, personnel, systems analysis, data processing, budgeting, finance, public relations, buildings, contracting, supervision, evaluation, volunteers, networking, human relations, censorship, community analysis)

_____ Information production (includes cable, A-V production, audiotapes, individualized discs, micros for users)

e. Do you anticipate any major shifts in emphasis or clients or other focus during the next few years?

8. Now if we could turn to the resources involved in providing continuing library education.

a. Let's turn first to personnel. In the last 2 years, have you relied primarily on in-house resources, or do you use outside resource persons?

_____ In-house
_____ External Where does funding for outside resource persons come from?

b. Now facilities. What facilities have you used during the last 2 years?

c. In the last 2 years have you produced materials (e.g. audio-visual aids, printed materials, videotapes, etc.) for use in your continuing education?

_____ No
_____ Yes - Where have you obtained production facilities?

d. How about communications capabilities (e.g. mailing distribution, telephone conferencing, radio or video casting) – were these used in the last 2 years?

_____ No
_____ Yes - Where did you obtain them?

e. How were these resources (i.e. facilities, production, communication) acquired/ paid for?

9. All of us operate within constraints or limits imposed on our operations. What do you find to be the most severe constraints on your continuing library education efforts? (E.g. staff limitations, mission, fee structures.)

10. Now, in regard to information useful for planning,

a. What would you want to know about consumers so that you can better plan CLE opportunities?

b. What would you like consumers of CLE to know about you so that they can make appropriate use of your offerings?

11. What forms of recognition are offered? For what types of CLE opportunities?

        <u>Recognition</u>   <u>CLE Type(s)</u>

_____ College credit . . . . . .
_____ CEU . . . .
_____ Certificate/diploma . . .
_____ Certification points . . .
_____ Other - What? . . . . . .

1. **How does the provision of continuing library education relate to the mission of your organization?**
    directly - coordinators (2)
    directly - providers (3)
    part of library development role (2)
    no continuing education provided (2)
    part of development of whole person
    providing liberal arts emphasis to conitnuing education
    preparation of entry level librarians
    related to school of education
    way to improve services
    related to teacher education
    mandated as extension of service mission
    no answer or did not understand (2)

2. **How do you see your continuing library education role/mission related to that of other providers?**
    assist directors in implementation of standards
    provide the opportunities for growth
    as supplementation -- planners and coordinators
    cooperate with other colleges -- for teacher education
    competitive
    coordinators and providers
    another opportunity
    cooperative effort
    cooperation at all levels
    articulation of agreements for credit for transfer
    leaders and coordinators with school and public libraries
    no CE (2)
    no answer (4)

3. **....could you tell us generally what you/your group do in the way of providing continuing education?**
    general training for library trustees; regional workshops; provide consultants
    workshops; conferences; summer courses
    workshops; hiring a CE coordinator
    courses for credit
    CE provided upon request
    workshops; locate resource people; secure grant money
    offer one course
    workshops; published bibliography of CE resources; tape conferences;
        provide grants

faculty available upon request

summer workshops & classes for library science minor

conduct surveys every 2 yrs; workshops; assist association with workshops;
    offer cooperatively credit courses; publicise other state offerings; provide
    education "kits" for ILL; provide state students opportunities at accredited
    schools

workshops; courses; seminars; sponsor credited library offerings

seminars; workshops and graduate level courses on site; grad courses via
    Com Net

no CE (2)

no answer

4.   **How do you decide what to offer?**
from state objective and new standards; needs assessment
from state certification requirements; student requests
pertinent topics; librarys's request
offer courses when requested
by need and financial feasibility
from evaluation sheets at annual conference
decision made by CE committee
requests from professional groups, school districts or faculty
to keep current; survey of potential students
attempt to provide a course
survey; national trends; requests
set curriculum; requests
planned programming for master's degreee program; respond to needs;
    perceptions of needs
no CE (2)
no answer (2)

5.   **What are the principal roles that you perform vis-a-vis CE?**
resource that can be called on when/as needed (9)
initiator of continuing education for library personnel (8)
consultant to particular library staffs/groups(5)
facilitator of planning for CE in conjunction with state library association (8)
other - what?
        resources for program presenters
        providing financial support
        disseminator of information on CE offereings in the region
        regular offereing for minor
        university continuing education committee; state project
no answer (2)
no CE (2)

6. **What are the principal formats used in your CLE in the last two years?**
    workshop (11)
    conference (5)
    lecture/colloquim series (2)
    college course (6)
    short course (4)
    auto-tutorial (2)
    correspondence course (1)
    consultation (3)
    other -- what?
    > audio tapes of conference presentations; bibliography of CE resources
    > home study course; communications network

    no answer (2)
    no CE (2)

7. **....to describe the focus of your CLE offerings in the last two years.**

    a) **Primary target audience & other groups served by your CLE?**

librarians/media professionals	11	
support staff	5	2
trustees/advisory committee members	4	2
volunteers/friends	1	1
teachers		1

    no answer (3)
    no CE (2)

    b) **Eligibility requirements or prerequisites?**
    No (6)
    Yes (5)
    > three courses that can be waived
    > requirements for grants
    > high school graudation for credit courses
    > some for regular courses
    > entrance in college for credit

    no answer (4)
    no CE (2)

    c) **Primarily directed towards?**
    public libraries (8)
    school libraries/media centers (8)
    all library types (3)
    community college libraries/learning resource centers (0)
    higher education libraries (0)
    special libraries (0)
    other -- what
    > staff (1)

no CE (2)
no answer (2)

d) **Particular library functions that your CLE has focused upon?**
collection development (7)
collection organization (5)
preparation & maintenance of collection (1)
storage & retrieval of collection (1)
circulation (4)
interpretation and use of collection (7)
management (7)
information production (4)
no answer (5)
no CE (2)

e) **Anticipate shifts in emphasis or clients in next few years?**
No (8)
Yes (5)
     trustee training; more sophisticated offerings to librarians
     basic library skills
     special courses as needed
     broader approach to topics
        include small public libraries in Com Net
        course on electronic management of information
no answer (2)
no CE (2)

8. **Providing continuing library education:**

a) **Last 2 years have you relied on...?**
In house resource persons (10)
External resource persons (5) With funding from?
     LSCA Title I
     self-support
     conference fees
     tuition and departmental funding
     state library budget
no answer (3)
no CE (2)

b) **What facilities have you used during last two years?**
campus libraries (7)
public libraries (4)
classrooms (5)
no answer (3)
no CE (2)

c) **Have you produced materials for use in CLE in last two years?**
no (4)
yes (9) Where are production facilities?
     in house printer; state printer; borrowed video camera
     in house (4)
     faculty materials center
     tapes professional produced
     local high school
     state library
no answer (2)
no CE (2)

d) **Communications capabilities -- used in last two years?**
No (7)
Yes (5) Where did you obtain them?
     mailing
     organization dues -- library association
     on campus
     newsletters
     communications network
no answer (3)
no CE (2)

e) **How were these resources acquired/paid for?**
state funds (3)
LSCA Title I (2)
part of instuctional facilities (2)
self supporting Com Net (1)
associaiton dues (3)
conference fees (1)
student fees (1)
not applicable (5)

9. **What are most severe constraints on your CLE efforts?**
staff size (3)
geographic lacation (2)
staff limitations (11)
long range CE plan (2)
fee structure (2)
travel expenses (2)
small registration numbers (1)
lack of resources at Com Net sites (1)
no answer (2)
no CE (2)

10. **Information useful for planning:**

    a) **What do you need to know about consumers to provide CLE?**
    marketing information
    how to get trustees to attend
    what content, format, location they want (8)
    priorities of need
    areas of interest (3)
    needs (2)
    no answer (3)
    no CE (2)

    b) **What do you want consumers to know about you?**
    willingness to respond to needs
    we are not intimidating
    we offer networks
    they must communicate their needs and evaluations
    information on offerings, schedules, fees (3)
    professional development is our major function
    our options are not narrow or limited
    resource for training
    we exist
    offer a library minor
    long range planning schedules
    no answer (4)
    no CE (2)

11. **What forms of recognition are offered & for what types of CLE?**
    recognition:
    college credit (13)
    CEU (4)
    certificate/diploma (3)
    certification points (2)
    other (1)
    opportunites:
    summer session
    inservice training
    credit/non-credit core courses
    DPI certification for library media minor courses
    media specialists certification
    credit for workshops
    CEU and points for workshops
    MLS courses
    no answer (2)
    no CE (2)

GLENDIVE BARRIERS TO CE
(In Order of Rank)

Distance/Money
Time to participate
Lack of educational (credit) opportunities
Staffing and isolation - problems with networking and weather
Family life
Lack of relevant content
Lack of understanding what you need
No administrative support
Poor marketing
Lack of transportation
Lack of motivation
No night classes within reasonable distance
Lack of timely information
Time to investigate
Priorities
Lack of self-confidence
Not knowing at what level an opportunity is directed
Content doesn't meet needs
Need for vision
Lack of "drum beaters"
Lack of population
Not seeing own job in light of "big picture"
Other commitments
Poor descriptions
Attitude
Need for more qualified librarians
Lack of advanced courses
Certification: library and media should diverge
Not knowing who to contact
Lack of concentrated (3 day) opportunity for credit
Success - no squeeky wheels
Lack of communication
No feedback from participants

GLENDIVE REMEDIES

AV
Video notebook of MLA
Telecommunications - Investigate present hardware & delivery
                               mechanisms
                     - Extension
Satellite
MLA work on scholarships
Independent study
Lobby UM & MSU, etc.

WICHE
Learning to set priorities
Repeated workshops
Workshops: shorter, local, several together (clusters)
State Aid Bill
Promote CE at local level
Trained volunteers
Share local talent/resources
Designated network time at Federation meetings
Bed and breakfast
Clearinghouse

BILLINGS BARRIERS TO CE
(In Order of Rank)

Geographic distance
Lack of funds
Lack of time
Lack of college-level academic programs & Lack of policymaker
    support
Lack of knowledge about what's available
Anti-intellectual attitudes in culture and no follow through
    (practical application)
Non-comprehension of need
Personal attitudes (interest, ambition, desire)
Lack of release time
Formal recertification recognition for non-credit CE
Relevance of content
Lack of established CE policy (Funders)
Lack of incentives - not required
Size of library = lack of importance
Professional isolation
Staffing problems
Lack of leadership
Raise for Master's Degree, etc.
Hassle of requesting
Montana's location
Poor workshop content
Dual governance with different viewpoints
Attitude of family/spouse
Availability of workshops
Lack of career counseling
Timing of workshops
Lack of policymakers understanding
Speed of change
Weather
Too many extra curriculum
Lack of energy
No recognition for CE attended

Communication gaps
Too many content areas

BILLINGS REMEDIES

FTE CE coordinator (State Library, MLA)
Calendar/clearinghouse
Pool of substitute librarians
Bring national and regional workshops to Montana (2-3 days long-
    call credit) (get corporate sponsor)
Investigate institutions like NOVA
Talk to OPI about accreditation requirements (change law?)
Video courses
Video conferences (satellite)
Teleconferencing
Upgrade standards in rural schools
Require 15 credits in Library Science for teaching degree and
    undergraduate and administrative
Learn marketing
Mentoring networking systems
Telephones with long distance budget
Electronic BB
Grantsmanship course
Foundations/bequests
Marketing lunches
Restore library science classes

HAVRE BARRIERS TO CE
(In order of Rank)

Money
Time
Distance
Conditions of employment
Administrative Support
No in-state degree
Family
Community awareness
Sparse population - less opportunities
Staffing
Priorities
Personal problems
Lack of course variety
Lack of interest
Territorialism
Communication problems among staff
Lack of timely information

Public support
Image
Transportation
Jargon
Weather
Contracts. release time
Repetition in courses

HAVRE REMEDIES

Share in lottery
Grants — LSCA, CST
Incentive pay (school model)
Certification and recertification
Re-set priorities
Federation scholarships
Time management courses
Quality more important than quantity
Regional CE planning/production
No weekend meetings
Telecommunications
Correspondence courses — Regional discussion
Contract negotiations
Professional lobbying
Marketing
Need vision/education

MISSOULA BARRIERS TO CE
(In order of Rank)

Policymakers who don't understand
Lack of financial support
Time — too many responsibilites
Geographic distance
Complacency
Resistance to change
No overall guidance/planning for state CE
Lack of awareness of need for CE
Low priority to administration/funders
Lack of personal responsibility
Advanced level not available
No carrot or stick
All members of staff cannot be gone at once
Quality of workshops/classes
Not many offerings
Many opportunities not available to small libraries
Use of excuses (not time, funds, availability)
Released time/paying substitute

Lack of ability to advance professionally
Fear
Lack of written goals - individual, organizational
Lack of adminstrator encouragement
No library schools
Diversity of library size
Must use vacation time
Money for speaker travel
Burnout
Fewer specialized journals
Subject of meeting not what wanted
Lack of early communication about opportunities
Attitude of superiority to available CE
Lack of quality instructors
Difficulty of cooperation/exchange of ideas
Weather
Lack of public transportation
Dual needs of specialty vs. general librarianship
Sense of professional "Second citizenship"
Need to be knowledgeable in all areas (curriculum and media)
Need to be knowledgeable in specialized areas
Too few people with similar needs (can't attract workshops)

MISSOULA REMEDIES

Regional cooperatives
Emphasis on quality in CE
Involve policymakers
Traveling workshops
More effort and coordination on Library Week
Public television delivery
Satellite/video cassette for academic credit
Use CE credits toward Montana "degree" (certification? standard?)
Use of media materials for individual use
ALA schools bring in courses
Develop basic & advanced courses in overall planned curriculum
Sales tax
Schools offering advanced courses
In-state opportunity toward MLS
Computer linkage
Expanded statewide newsletter (with CE ads, reports, jobs)
Balance among delivery systems
Teleconferencing
State clearinghouse - Resource bank, instructors, mentors
State plan
Intra-library CE/staff development community
Make CE a priority
Take advantage of other workshops (i.e. managerial, etc.)
Certification and recognition
Approved providers

Use work time

SCHOOL

Financial support
State/corporate/etc. scholarship
Better content publicity
Out-of-state instructors (intensive)
Make CE a job requirement
Staff exchanges
Needs assessment (on-going)
Schedule 1-9 pm & 9-12
5-year-plan for CE - MLA, MSL & Federations
Theme related conferences
CE policy in every library
Educate staff funders, etc., about CE
Educate about change
Clear understanding - what funders will give money for
CE for policymakers
Person on State Library with CE responsibility
Participate in national association (i.e. CLENERT) MLA CE Comm.
Awareness/community

HOT TOPICS

MISSOULA

Time management
Motivation
Funding
Electronic media (telecommunication)
Marketing
Change
Censorship/Intellectual Freedom
Professionalism
Planning
Automated databases
Assertiveness
Political savvy
Literature
Basic skills/advanced skills
Microcomputers applications
Systems analysis
Staff exchange

HAVRE

Time management
Austerity management
Economic development
Computerization - OPACS, LANS, Telecommunication
Communication
Marketing
New laws
Personnel management
Volunteer management
Multi-type
Bookkeeping
Cost accounting/analysis
Budgeting
Image
Liability
Policies
"Operating Standards"

BILLINGS

Grantsmanship
Marketing
ILL/Networking
Time management (1 person library)
Use of new technology (Advanced)
What else to do with an MLS
Communication - interpersonal, electronic
Archives
Basics
Where the money comes from (101) - Millage, taxation
Revolutionary tactics
Similarity/Differences in structure
How to make effective presentations
How to help local business
Political effectiveness

GLENDIVE

Cataloging
Management skills
Personnel
Relationship with Boards, etc.
Computer software
Automation
Surviving budget cuts
Fundraising
Skills (repair, presentation)
Storytelling

MONTANA STATEWIDE LIBRARY CONTINUING EDUCATION COMMITTEE
NEEDS ASSESSMENT QUESTIONNAIRE

1. From the following list of possible continuing education [CE] opportunities, please indicate how many library related CE activities you have engaged in during the past 2 years.

a_____University courses (in Montana)
b_____Unviersity courses (outside MT)
c_____Vo-tech courses
d_____Association Conferences
e_____Federation-sponsored programs
f_____Charitable or foundation-
       funded programs
g_____State Library-sponsored
       programs
h_____City-sponsored programs
i_____School district programs
j_____Union-sponsored programs
k_____Office of Public programs
l_____Staff development in-service
m_____Vendors' presentations
n_____Learning from/networking with
       o_____other librarians
       p_____support staff
       q_____lobbyists
       r_____attorneys
       s_____others [please specify]
       _____
t_____Video tapes
u_____Real time television courses
v_____Audio cassettes
w_____Correspondence courses
x_____Teleconference courses
y   Self-study

2. What aspects of those CE activities displeased you?

a_____Geographic distance - too far
b_____Too expensive
c_____Too time consuming
d_____Had to get staff replacement
e_____Poor presentation
f_____Content too advanced
g_____Content too elementary
h_____Other [please specify]

3. Please indicate up to 5 specific CE topics that currently interest you. Use one of the following letters to target the skill level of interest: B - basic; I - intermediate; or A - advanced.

a_____time management
b_____marketing
c_____budgeting
d_____personnel management
e_____standards
f_____coping with change
g_____planning
h_____automation topics
i_____grantsmanship
j_____technologies
k_____basic library skills
l_____political effectiveness
m_____funding
n_____professionalism & image
o_____library skills instruction
p_____other_____

4. How important is CE to you?

a_____extremely important
b_____important
c_____uncertain
d_____somewhate important
e_____not important

5. How far are you willing to travel to attend a CE event?

a_____Less than 5 miles
b_____5 - 49 miles
c_____50 - 99 miles
d_____100 - 249 miles
e_____250 - 499 miles
f_____500 miles or more

6. What was the cost of the one most significant CE event that you attended in the past year [including registration, travel, housing, replacement staff,etc.]?

a_____N/A - I did not attand any CE
b_____Free
c_____less than $50
d_____$51 - $100
e_____$100 - $250
f_____$251 - $500
g_____more than $500

7. Who paid for your continuing education?

a_____Self
b_____Library/institution
c_____Scholarship/grant
d_____Combination of a. and b.
e_____Combination of a. and c.
f_____Combination of b. and c.
g_____Combination of a., b. and c.

8. How much time in the past year did you spend away from your job attending CE events?

a_____0 days
b_____1 day
c_____2-3 days
d_____4-6 days
e_____more than 6 days

9. What level of library preparation would you most like to attain [in addition to what you already have]?

a_____Non-credit basic library skills
b_____Non-credit intermediate library skills
c_____Non-credit advanced library skills
d_____Assorted college courses
e_____Endorsement for school library media
f_____Undergraduate major in library science
g_____Master's degree in Library Science
h_____Master's degree in a [non-library] subject discipline

COMMENT OPPORTUNITY

Please use the space below to share any comments that you wish to make and then proceed to the next page.
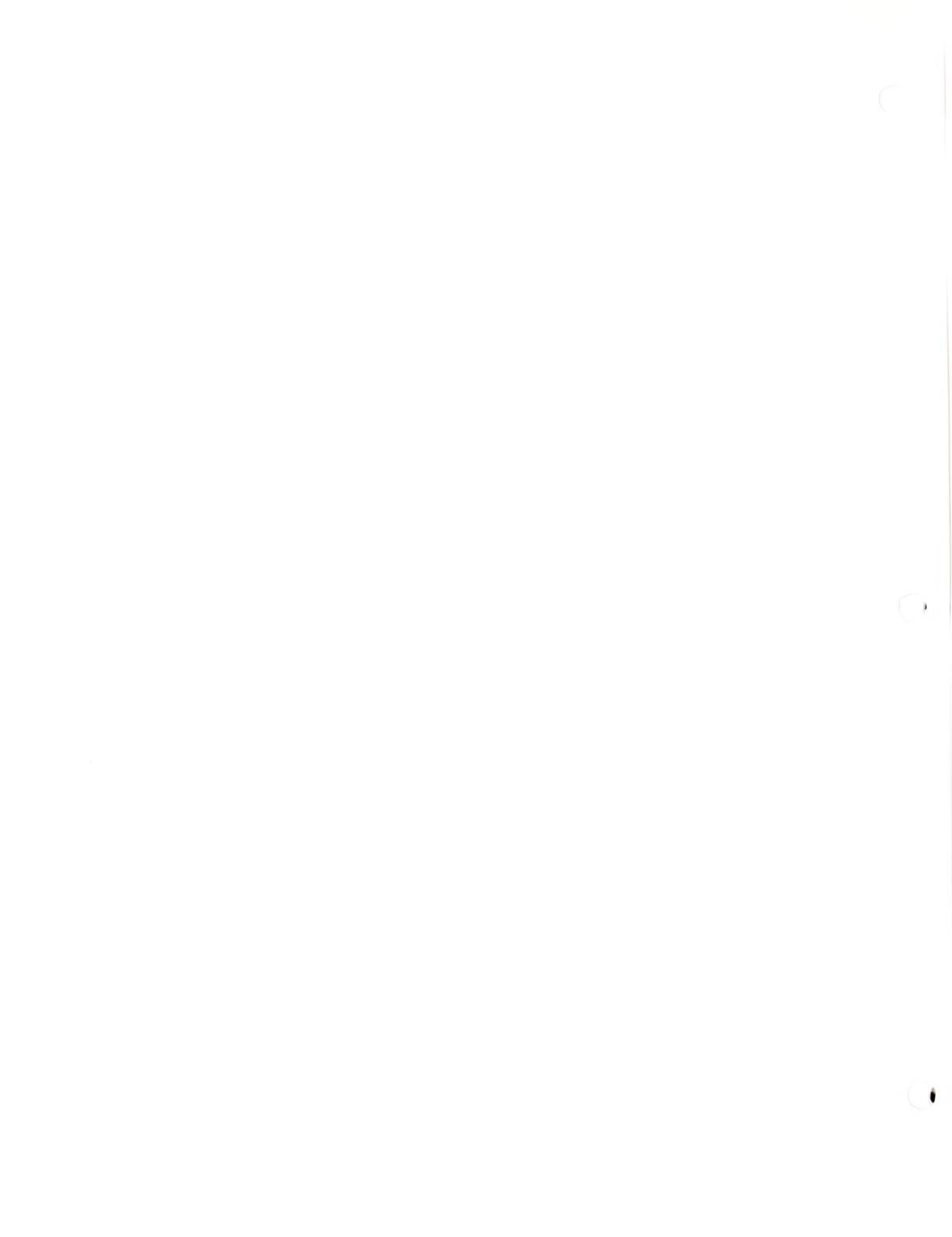
10. Please check the appropriate line in response to the following statements:

	YES	NO	DON'T KNOW
a. I am encouraged to use work time for continuing education.	___	___	___
b. I feel CE is important to my job.	___	___	___
c. I am recognized/rewarded for my participation in CE activities.	___	___	___
d. Substitures are available to cover my absence.	___	___	___
e. I can be reimbursed by my institution for some portion of my CE activity.	___	___	___
f. My institution has a policy concerning CE.	___	___	___
g. I am sometimes willing to attend a CE activity at my own time and/or expense.	___	___	___

Montana should have a system for certification of public librarians.   ___ ___ ___
     i. <u>If yes</u>, I prefer that such a system
        would be:
        j._____Voluntary
        k._____Mandatory

l. Montana should have a system for certification
of public library support staff.   ___ ___ ___
     m. <u>If yes</u>, I prefer that such a system
        would be:
        n._____Voluntary
        o._____Mandatory

p. I would participate in a certification system.   ___ ___ ___
     q. <u>If yes</u>, I prefer that such a system
        would be:
        r_____Voluntary
        s_____Mandatory

t. My institution provides CE for volunteers.   ___ ___ ___

11. I participate in continuing education for the following reasons:

Personal:

a_____need to increase self-confidence
b_____for personal interest
c_____need to organize/refine ideas
d_____need to learn, keep updated, improve skills
e_____need for peer sharing
f_____need for career mobility and advancement

Workplace:

g_____attitude, encouragement of supervisor
h_____encouragement by board, administrator
i_____sharing knowledge gained with other staff
j_____skills needed for job
k_____relevance to job responsibilities
l_____proposed change in job responsibility
m_____release time is provided
n_____substitute is provided
o_____recorded in personnel file
p_____promotion (or tenure)
q_____peer recognition
r_____required by employing agency
s_____sabbatical/educational leave available

Other:

t_____reputation of speaker
u_____credibility of provider/sponsor
v_____accessibility of activity
w_____peer pressure
x_____license renewal/certification
y_____other:_____

12. Which three of the following ways used to recognize participation in CE do you favor most? [Please check three.]

a_____acknowledgement by administration
b_____record in personnel file
c_____release time
d_____tuition and fee reimbursement
e_____expenses paid [travel, lodging, food, etc.]
f_____salary change/increase
g_____promotion [or tenure]
h_____transcript of CEUs/credits, etc.
i_____professional association certificates
j_____opportunity to share knowledge gained
k_____other:_____

13. Of the following providers of educational opportunities, where do you go to get your continuing education? [Please check all that apply.]

a_____supervisors
b_____administrators
c_____library
d_____library federation
e_____professional associations
f_____government agencies
g_____library education programs
h_____media education programs
i_____other educational agencies
j_____district level media supervisors/ coordinators
k_____school districts
l_____other:_____

Library Continuing Education
Needs Assessment Participant Data Sheet

1. In your present position, do you work on the behalf of:

       a_____Public Library
             b_____2500 population or less
             c_____2501 - 10,000
             d_____10,000 - 50,000
             e_____More than 50,000

       f_____School Library Media Center
             g_____under 100 students
             h_____101 - 250
             i_____251 - 500
             j_____501 - 1000
             k_____more than 1000

       l_____Special Library [specify type]_____

       m_____College/University/Vo-tech Library

2. What is your job category and/or library connection?

       a_____Library Director
       b_____Middle manager/department head
       c_____Staff librarian
       d_____Support staff/paraprofessional
       e_____Support staff/clerical
       f_____Policymaker/board member/institutional or municipal administration
       g_____Volunteer

3. Functions performed [in relation to libraries]
   Please indicate estimate of time spent [1, 2, 3, 4, or 5] before each
   function that applies to you.   1 - up to 10% of your time
                                      2 - 11-25% of your time
                                      3 - 26-50% of your time
                                      4 - 51-75% of your time
                                      5 - 76-100% of your time
       a_____Support functions (technical services, clerical services, etc.)
       b_____Services functions (reference, circulation, children's, bibliographic
             instruction, ILL, etc.)
       c_____Management/administrative functions

4. Please check the highest level of education that you have completed:

       a_____some high school
       b_____high school graduate
       c_____two years beyond high school
       d_____college degree
       e_____MLS
       f_____other advanced degree

MONTANA STATEWIDE LIBRARY CONTINUING EDUCATION
COMMITTEE POLICYMAKERS QUESTIONNAIRE

1. How important is continuing education?
   a_____Extremely important
   b_____Very important
   c_____Uncertain
   d_____Somewhat important
   e_____Not important

2. Does you institution provide funding for continuing education activities?
   a_____Yes
   b_____No
   c_____Uncertain

3. Does your institution have a continuing education policy?
   a_____Yes
   b_____No
   c_____Uncertain

4. Are your librarians given work release time to participate in CE activities?
   a_____Yes
   b_____No
   c_____Uncertain

5. Are members of your library staff given work release time to participate in CE activities?
   a_____Yes
   b_____No
   c_____Uncertain

6. Is there a reward/recognition system available for library staff members who participate in continuing education?
   a_____Yes
   b_____No
   c_____Uncertain

7. Should Montana have a certification system for public librarians?
   a_____Yes...If yes, should it be:
            b_____Voluntary
            c_____Mandatory
   d_____No
   e_____Uncertain

8. Should Montana have a certification system for public library support staff?
   a_____Yes...If yes, should it be:
            b_____Voluntary
            c_____Mandatory
   d_____No
   e_____Uncertain

9. Do you provide continuing education for volunteers?
   a_____Yes
   b_____No
   c_____Uncertain

10. Are your personal continuing education needs regarding libraries being met?
   a_____Yes
   b_____No
   c_____Uncertain

11. What barriers work against providing continuing education for library staff? [Please rank]
   a_____Lack of opportunities
   b_____Lack of funds
   c_____Geographical distance
   d_____Lack of time
   e_____Lack of staff interest
   f_____Lack of substitute staff
   g_____Other:_____
        _____

Library Continuing Education
Needs Assessment Participant Data Sheet

1. In your present position, do you work on the behalf of:

   a_____Public Library
       b_____2500 population or less
       c_____2501 - 10,000
       d_____10,000 - 50,000
       e_____More than 50,000

   f_____School Library Media Center
       g_____under 100 students
       h_____101 - 250
       i_____251 - 500
       j_____501 - 1000
       k_____more than 1000

   l_____Special Library [specify type]_____

   m_____College/University/Vo-tech Library

2. What is your job category and/or library connection?

   a_____Library Director
   b_____Middle manager/department head
   c_____Staff librarian
   d_____Support staff/paraprofessional
   e_____Support staff/clerical
   f_____Policymaker/board member/institutional or municipal administration
   g_____Volunteer

3. Functions performed [in relation to libraries]
   Please indicate estimate of time spent [1, 2, 3, 4, or 5] before each
   function that applies to you.   1 - up to 10% of your time
                                        2 - 11-25% of your time
                                        3 - 26-50% of your time
                                        4 - 51-75% of your time
                                        5 - 76-100% of your time
   a_____Support functions (technical services, clerical services, etc.)
   b_____Services functions (reference, circulation, children's, bibliographic
          instruction, ILL, etc.)
   c_____Management/administrative functions

4. Please check the highest level of education that you have completed:

   a_____some high school
   b_____high school graduate
   c_____two years beyond high school
   d_____college degree
   e_____MLS
   f_____other advanced degree

Montana CE Project
Needs Assessment Questionnaire Results - 1

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Key AL = Academic library, librarians [54 distributed..... _21_returned = _39_%]
     AS = Academic library, support staff [66 distributed. _19_returned = _29_%]
     SpL = Special library, librarians [40 distributed...... _13_returned = _33_%]
     SpS = Special library, support staff [5 distributed.... _ 2_returned - _40_%]
     PL = Public library, librarians [119 distributed....... _62_returned = _52_%]
     PS = Public library, support staff [61 distributed..... _36_returned = _59_%]
     SL - School library, librarians [405 distributed....... 125_returned = _31_%]
     SS = School library, support staff [45 distributed..... _21_returned = _47_%]
                                                    Overall return: 38%
~~~~~~

1. Number of library related CE activities engaged in during the past 2 years
[Note: Items indicated by check marks instead of numbers = 1]

a=University courses in Montana
b=University courses outside Montana
c=Vo-tech courses
d=Association conferences
e=Federation-sponsored programs
f=Charitable/foundation-funded programs
g=State Library-sponsored programs
h=City-sponsored programs
i=School district programs
j=Union-sponsored programs

k=Office of Public programs
l=Staff development in-service
m=Vendors' presentations
n=Learning/networking with
  o=other librarians
  p=support staff
  q=lobbyists
  r=attorneys
  s=others [specify examples]

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	6	7	–	1	10	7	120	4	136	19	155
b	2	1	3	–	2	1	16	–	23	2	25
c	3	–	–	2	3	–	–	1	6	3	9
d	40	10	19	10	58	11	89	7	206	38	244
e	2	3	1	1	113	25	19	1	135	30	165
f	11	1	1	–	13	–	4	1	29	2	31
g	15	4	4	1	47	8	38	2	104	15	119
h	–	1	–	–	12	2	9	1	21	4	25
i	1	–	1	1	5	3	90	9	97	13	110
j	2	–	–	–	–	–	19	1	21	1	22
k	–	–	1	–	1	–	18	3	20	3	23
l	23	22	5	5	34	36	54	8	116	23	139
m	33	17	3	–	20	4	57	2	113	23	136
n:o	14	8	10	1	42	17	113	7	179	33	212
n:p	19	8	1	1	14	12	37	2	71	23	94
n:q	2	–	2	–	5	–	–	–	9	–	9
n:r	1	–	1	–	1	–	–	–	3	–	3
n:s	2	1	–	–	7	1	4	2	13	4	17

Examples: Children's services workshop; local government elected and appointed officials;
booksellers; computer expert (4); storytellers' workshop; WLN sponsored; woman academic
library director; woman administrator; other educators; state forensics workshop; Reading
Council Programs

1. Number of library related CE activities engaged in during past 2 years --[continued]

t=Video tapes
u=Real time television courses
v=Audio cassettes

w=Correspondence courses
x=Teleconference courses
y=Self study

z= other
NR=No response

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
t	15	3	4	1	13	6	37	9	69	19	88
u	-	-	-	-	1	-	1	-	2	-	2
v	34	2	3	-	5	1	5	-	47	3	50
w	-	-	2	-	4	-	5	-	11	-	11
x	1	1	-	-	6	1	1	-	8	2	10
y	33	3	7	1	17	11	76	7	133	22	155
z	-	-	2	-	-	-	-	-	2	-	2

Examples: Courses offered at national conference for credit

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
NR	-	1	-	-	4	7	7	3	11	11	22

2. Displeasing aspects of CE activities

a=Geographic distance--too far
b=Too expensive
c=Too time consuming
d=Had to get staff replacement

e=Poor presentation
f=Content too advanced
g=Content too elementary
NR=No response

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	8	5	7	-	27	7	55	3	97	15	112
b	10	9	4	-	12	2	28	2	54	13	67
c	7	4	3	-	8	4	20	3	38	11	49
d	2	-	2	-	15	3	21	-	40	3	43
e	4	5	2	1	9	1	9	1	24	8	32
f	3	2	-	-	4	5	15	-	22	7	29
g	2	4	4	-	7	1	12	1	25	6	31
NR	10	1	3	2	19	20	41	12	73	35	108

Comments: Everything was fine; didn't apply to my situation; public library concentration--not for school librarians; material repetitive (2); budget cutback; weather bad; one not enough; bad design; uneven quality; too broad; no time off for university classes; contents not well described in advance brochure; professional leave; no time, teach 2 subjects; district sometimes doesn't approve requests; hand-out material never sent to me

Montana CE Project
Needs Assessment Questionnaire Results – 3

3. Specific CE topics of interest [B=basic; I=intermediate; A=advanced]

a=Time management   e=Standards
b=Marketing   f=Coping with change
c=Budgeting   g=Planning
d=Personnel management

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a:B	3	2	–	1	6	2	17	5	26	10	36
a:I	2	5	3	1	6	6	17	–	28	12	40
a:A	2	–	–	–	4	–	7	4	13	4	17
√	–	3	–	–	2	2	7	1	9	6	15
b:B	1	1	2	–	7	2	6	–	16	3	19
b:I	2	1	1	–	4	3	5	–	12	4	16
b:A	2	–	2	–	2	1	3	–	9	1	10
√	1	–	–	–	–	2	–	–	1	2	3
c:B	2	–	2	1	8	2	8	2	20	5	25
c:I	–	–	1	–	18	4	13	1	32	5	37
c:A	3	–	–	–	5	1	6	2	14	3	17
√	3	1	1	–	1	3	5	–	10	4	14
d:B	3	2	–	–	6	3	4	1	13	6	19
d:I	4	4	3	–	9	2	7	2	23	8	31
d:A	5	–	1	–	8	2	9	2	23	4	27
√	2	3	1	–	–	1	3	1	6	5	11
e:B	2	–	1	–	8	1	11	2	22	3	25
e:I	–	1	–	–	7	2	15	1	22	4	26
e:A	3	1	1	–	–	3	15	2	19	6	25
√	1	–	–	–	1	1	9	–	11	1	12
f:B	2	2	2	1	12	2	8	3	24	8	32
f:I	2	1	–	–	8	3	13	–	23	4	27
f:A	2	1	–	–	2	1	5	1	9	3	12
√	2	1	–	–	–	2	1	–	3	3	6
g:B	1	–	2	–	8	3	10	–	21	3	24
g:I	3	2	2	–	8	2	13	2	26	6	32
g:A	2	2	1	–	5	–	3	1	11	3	14
√	1	–	2	–	4	1	4	1	11	2	13

Montana CE Project
Montana CE Project
Needs Assessment Questionnaire Results - 4

3. Specific CE topics [B=basis; I=intermediate; A=advanced]--[continued]

h=Automation topics
i=Grantsmanship
j=Technologies
k=Basic library skills

l=Political effectiveness
m=Funding
n=Professionalism and image
o=Library skills instruction

√=No level
indicated

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
h:B	5	3	3	2	18	11	25	2	51	18	69
h:I	6	8	2	1	9	6	19	6	36	21	57
h:A	7	1	1	-	2	2	14	4	24	7	31
√	3	2	-	-	-	2	6	-	9	4	13
i:B	-	-	3	-	15	1	31	1	67	2	69
i:I	6	-	3	-	4	3	11	1	24	4	28
i:A	4	-	-	-	3	1	7	-	14	1	15
√	2	-	-	-	2	2	4	-	8	2	10
j:B	4	2	2	2	8	5	12	-	26	9	35
j:I	5	6	5	1	6	2	18	5	34	14	48
j:A	4	1	1	-	1	-	6	1	12	2	14
√	-	1	2	-	-	3	4	-	6	4	10
k:B	2	1	-	-	8	7	5	-	15	8	23
k:I	2	3	-	1	9	8	14	2	25	14	39
k:A	1	2	1	-	4	1	13	2	19	5	24
√	1	1	1	-	-	3	4	2	6	6	12
l:B	1	-	1	-	5	-	4	-	11	-	11
l:I	1	-	2	-	4	1	9	1	16	2	18
l:A	2	-	2	-	1	-	2	-	7	-	7
√	1	-	-	-	-	1	2	-	3	1	4
m:B	1	-	-	-	8	5	13	-	22	5	27
m:I	3	2	2	-	7	2	12	-	24	4	28
m:A	2	-	-	-	2	1	6	-	10	1	11
√	-	-	-	-	3	1	5	-	8	1	9
n:B	1	2	-	-	1	2	4	2	6	6	12
n:I	2	2	-	1	3	4	8	1	13	8	21
n:A	3	1	2	-	3	4	11	2	19	7	26
√	1	2	-	-	-	1	2	1	3	4	7
o:B	2	1	-	-	9	5	10	1	21	7	28
o:I	4	3	-	1	12	3	31	5	47	12	59
o:A	4	4	1	-	4	6	32	2	41	12	53
√	3	2	1	-	3	5	15	1	22	8	30

Montana CE Project
Needs Assessment Questionnaire Results – 5

3. Specific CE topics [B=basis; I=intermediate; A=advanced]--[continued]

p=Other [specify]   NR=No response   √=No level indicated

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
p:B	1	2	–	1	–	–	4	–	5	3	8

Examples: Collection development; media skills; motivating student workers; volunteers

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
p:I	1	–	–	–	2	–	3	–	6	–	6

Examples: communication; story hour reading program

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
p:A	1	–	–	–	–	–	5	–	6	–	6

Examples: Cataloging non-print; policy development; collection procedures

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
√	–	–	–	1	–	–	2	–	2	1	3

Examples: Literature; science fiction; historical fiction; public relations for school libraries; library programming; storytelling; equipment maintenance; bookbinding; integration of library skills with school curriculum; puppetry; setting up endowment program; book preservation; no time

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
NR	–	–	–	–	1	1	–	1	1	2	3

4. Importance of continuing education

a=Extremely important   d=Somewhat important
b=Important   e=Not important
c=Uncertain   NR=No response

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	11	2	5	–	26	11	49	2	91	15	106
b	11	10	5	1	22	16	60	12	98	39	137
c	1	3	–	1	7	6	6	1	14	11	25
d	1	4	1	1	8	5	12	4	22	14	36
e	1	–	1	–	1	–	–	–	3	–	3
NR	–	–	5	–	–	–	–	1	5	1	6

5. Distance respondents are willing to travel

a=Less than 5 miles   e=250-499 miles
b=5-49 miles   f=500 miles or more
c=50-99 miles   √=No mileage indicated
d=100-249 miles   NR=No response

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	1	3	1	1	-	1	5	1	7	6	13
b	4	4	1	1	12	4	15	6	32	15	47
c	-	3	-	-	27	6	29	3	56	12	68
d	8	6	5	1	21	16	64	6	98	29	127
e	3	-	-	-	4	6	15	1	22	7	29
f	10	4	4	-	6	4	5	1	25	9	34
√	-	-	-	-	-	-	2	-	2	-	2
NR	-	-	-	-	-	1	-	3	-	4	4

Comments: Uncertain; depends on topic (2); as far as funded; depends; over 50 if way is paid

6. Cost of the most significant CE event attended in the past year (including registration, travel, housing, replacement staff, etc.)

a=N/A - I did not attend any CE   e=$100-$250
b=Free   f=$251-$500
c=Less than $50   g=More than $500
d=$51-$100   NR=No Response

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	2	2	1	2	9	16	23	5	35	25	60
b	2	6	2	1	10	4	9	5	23	16	39
c	1	1	-	-	7	5	17	3	25	9	34
d	3	2	-	1	7	6	19	1	29	10	39
e	4	6	1	-	16	4	36	1	57	11	68
f	4	1	2	-	8	1	11	2	25	4	29
g	9	1	6	-	5	-	9	1	29	2	31
NR	-	-	-	-	3	4	3	1	6	5	11

Comment: Inservice

7. Payment for continuing education

a=Self   e=Combination of a. and c.
b=Library/institution   f=Combination of b. and c.
c=Scholarship/grant   g=Combination of a., b. and c.
d=Combination of a. and b.   NR=No response

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	3	2	–	1	7	5	54	7	64	15	79
b	6	6	7	1	23	8	14	2	50	17	67
c	–	–	–	–	1	1	3	–	4	1	5
d	15	6	5	2	20	6	38	3	78	17	95
e	–	–	–	–	1	1	1	–	2	1	3
f	–	–	–	–	–	1	–	–	–	1	1
g	–	–	–	–	–	1	–	–	–	1	1
NR	1	5	1	1	13	18	23	8	38	32	70

Comment: Part time

8. Time spent away from the job attending CE events [in the past year]

a=0 days   d=4-6 days
b=1 day   e=More than 6 days
c=2-3 days   NR=No response

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	5	3	1	2	14	21	46	12	66	38	104
b	1	3	–	–	5	3	16	1	22	7	29
c	5	10	3	1	10	5	43	3	61	19	80
d	5	1	3	–	15	5	10	3	33	9	42
e	8	2	5	–	16	2	8	1	16	26	42
NR	1	–	–	–	2	2	4	1	7	3	10

Comments: Took 1/2 year sabbatical; nights and weekends
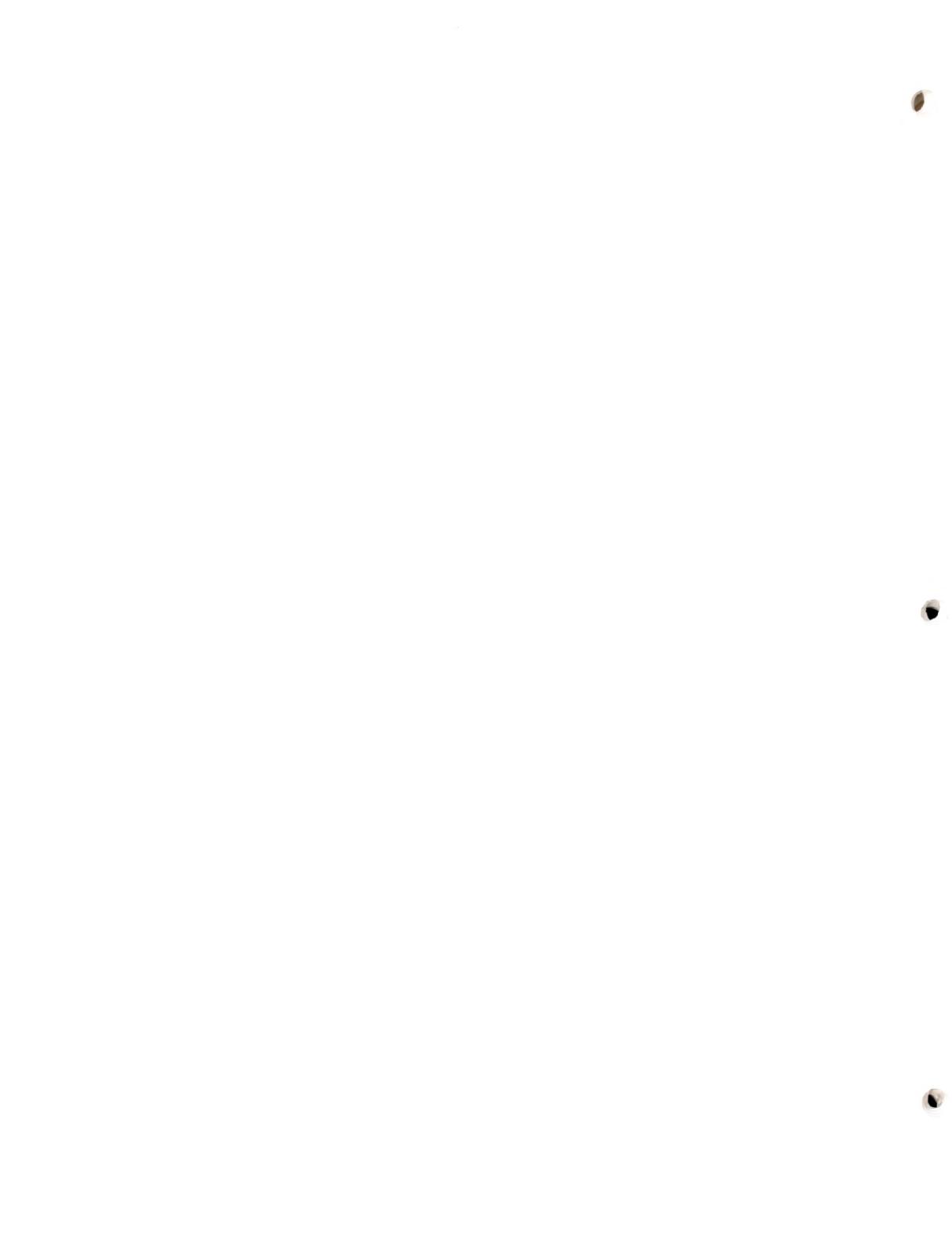
Montana CE Project
Needs Assessment Questionnaire Results - 8

9. Level of library preparation desired [beyond present level]

a=Non-credit basic library skills   f=Undergraduate major in library science
b=Non-credit intermediate library skills   g=Master's degree in Library Science
c=Non-credit advanced library skills   h=Master's degree in a [non-library] discipline
d=Assorted college courses   Other...Examples given
e=Endorsement for school library media   NR=No response

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	-	-	1	-	10	3	5	2	16	5	21
b	2	6	1	-	21	13	6	8	30	27	57
c	9	6	1	1	14	10	17	2	41	19	60
d	5	1	-	-	13	14	31	3	49	18	67
e	-	1	1	-	2	3	4	3	7	7	14
f	-	1	-	1	5	3	11	-	16	5	21
g	2	7	2	1	6	4	53	4	63	16	79
h	4	3	4	-	5	-	20	-	33	3	36
Other	2	-	-	-	-	-	2	-			

Examples: Doctorate in library science; doctorate in related discipline; advanced master's degree; work above double masters; doctorate in non-library discipline

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
NR	1	1	2	1	4	4	7	1	14	7	21

10. Response to given statements: Y=YES.....N=NO.....?=Don't Know

a=Encouraged to use work time for continuing education
b=Feel CE is important to job
c=Recognized/rewarded for participation in CE activities

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a:Y	14	14	7	2	35	16	43	5	99	37	136
a:N	6	3	4	-	10	7	54	9	74	67	141
a:?	5	3	1	-	16	7	24	4	46	14	60
b:Y	23	15	12	1	57	30	119	15	211	46	257
b:N	1	-	-	1	3	2	2	2	6	5	11
b:?	-	4	-	-	2	2	4	2	6	8	14
c:Y	14	11	5	-	20	16	35	5	74	32	106
c:N	6	3	7	1	26	10	66	8	105	22	127
c:?	5	5	-	1	11	7	23	4	39	17	56

Montana CE Project
Needs Assessment Questionnaire Results – 9

10. **Response to given statements:** Y=YES.....N=NO.....?=Don't Know-- [continued]

d=Substitutes available to cover absence
e=Can be reimbursed by institution for some portion of CE activity
f=Institution has policy concerning CE
g=Sometimes willing to attend CE activity at own expense
h=Montana should have a system for certification of public librarians
   If yes: j=Prefer voluntary   k=Prefer mandatory
l=Montana should have a system for certification of public library support staff
   If yes: n=Prefer voluntary   o=Prefer mandatory

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
d:Y	12	8	3	–	46	18	83	4	144	30	174
d:N	11	10	9	2	12	10	30	11	62	33	95
d:?	2	2	1	–	1	6	15	2	19	10	29
e:Y	19	11	10	1	39	21	56	5	124	38	162
e:N	2	4	1	–	15	4	44	8	62	16	78
e:?	2	5	1	1	7	10	26	4	36	20	56
f:Y	5	5	5	–	15	7	42	4	67	16	83
f.N	8	5	6	2	35	13	47	4	96	24	120
f:?	10	8	2	–	9	15	35	9	56	32	88
g:Y	23	14	9	2	53	29	122	15	207	60	267
g:N	1	4	3	–	5	3	3	2	12	9	21
g:?	–	1	–	–	2	2	1	–	3	3	6
h:Y	14	8	7	2	45	31	98	11	151	52	203
h:N	1	4	2	–	10	1	2	2	15	7	22
h:?	6	7	3	–	8	1	24	6	31	14	45
..j	3	4	4	1	33	25	44	5	84	35	119
..k	12	4	3	1	12	6	52	6	79	17	96
l:Y	11	4	6	2	34	26	73	12	124	44	168
l:N	6	7	2	–	16	6	23	2	47	15	62
l:?	6	9	4	–	19	1	22	4	51	14	65
..n	10	3	4	2	27	23	57	10	98	38	136
..o	1	1	1	–	7	3	21	2	30	6	36
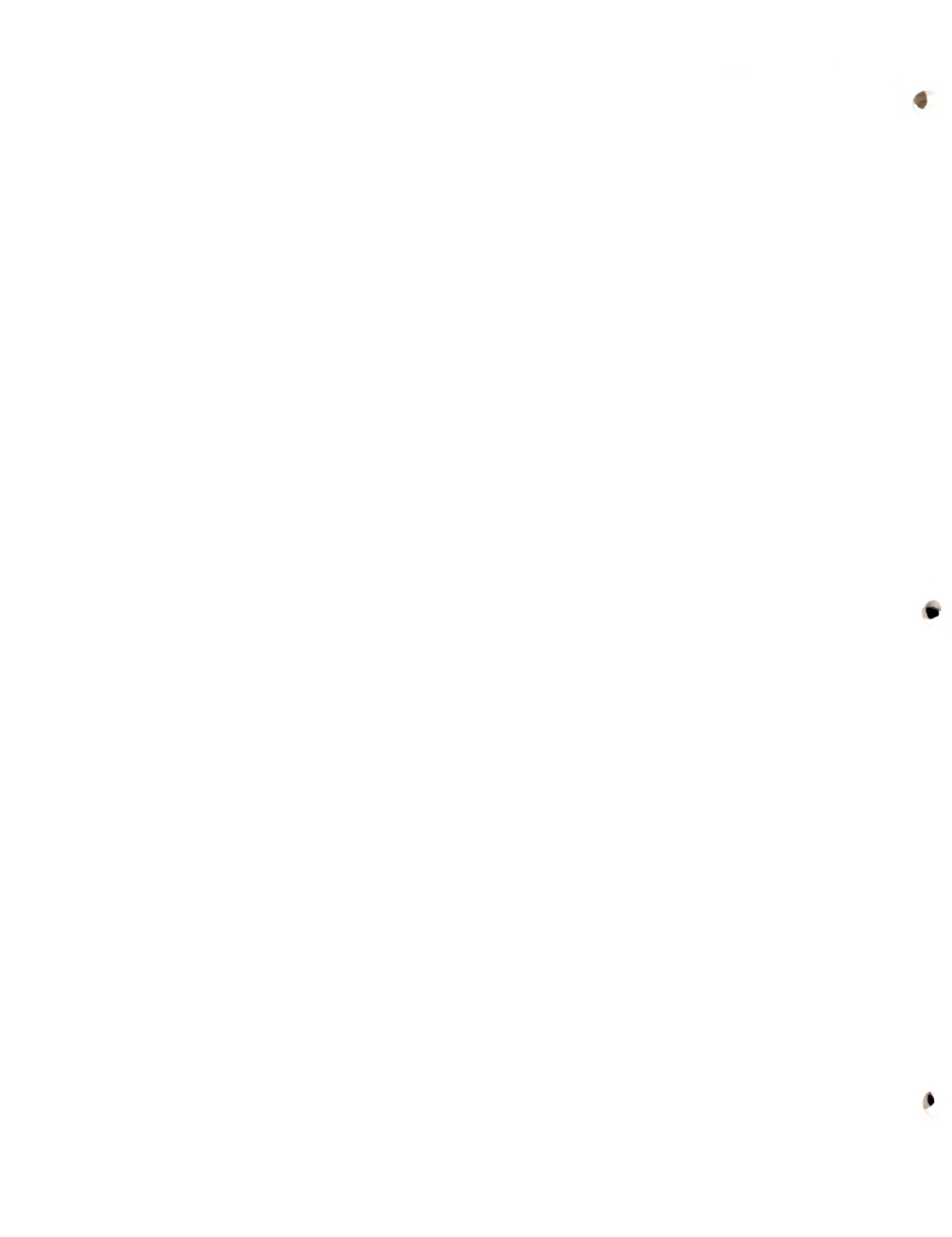
10. Response to given statements: Y=YES.....N=NO.....?=Don't Know --[continued]

p=Would participate in certification system
    If yes: r=Prefer voluntary   s=Prefer mandatory
t=Institution provides CE for volunteers

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
p:Y	10	9	4	2	50	30	71	10	135	51	186
p:N	4	5	2	-	4	1	17	4	27	10	37
p:?	8	5	3	-	7	1	19	3	37	9	46
..r	5	5	3	1	40	26	39	8	87	40	127
..s	5	2	1	1	10	4	29	2	45	9	54
t:Y	2	2	-	-	10	6	8	1	20	9	29
t:N	14	7	8	1	46	21	98	11	166	40	206
t:?	5	10	1	1	4	6	15	5	25	22	47

11. Reasons for participation in continuing education

Personal
a=Need to increase self-confidence
b=For personal interest
c=Need to organize/refine ideas
d=Need to learn, keep updated, improve skills
e=Need for peer sharing
f=Need for career mobility and advancement

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	7	9	-	-	27	10	47	8	81	27	108
b	19	10	8	-	35	22	71	12	133	44	177
c	12	7	3	1	27	14	55	4	97	26	123
d	24	14	12	3	58	31	115	12	209	60	269
e	11	6	6	-	26	8	63	5	106	19	125
f	14	7	4	1	12	9	40	4	70	21	91

Workplace
g=Attitude, encouragement of supervisor
h=Encouragement by board, administrator
i=Sharing knowledge gained with other staff

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
g	6	10	2	2	7	19	23	4	38	35	73
h	2	3	-	1	28	9	28	1	58	14	72
i	17	6	4	1	33	19	62	6	116	32	148
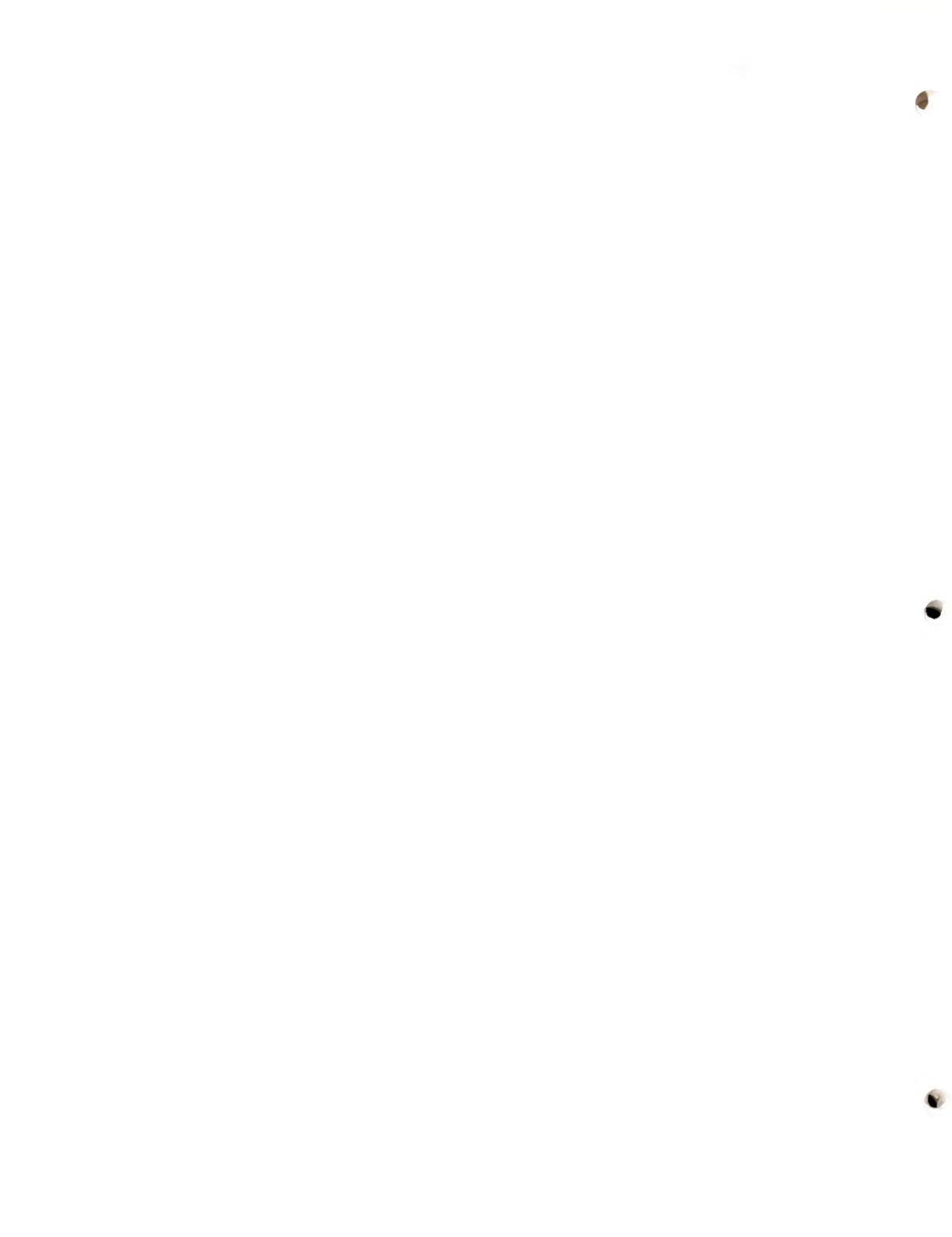
11. Reasons for participation in continuing education-- (continued)

Workplace [continued]
j=Skills needed for job
k=Relevance to job responsibilities
l=Proposed change in job responsibility
m=Release time is provided
n=Substitute is provided
o=Recorded in personnel file
p=Promotion/tenure
q=Peer recognition
r=Required by employing agency
s=Sabbatical/educational leave available

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
j	18	14	10	1	43	23	81	14	152	52	204
k	21	15	10	1	36	23	76	8	143	47	190
l	2	4	2	-	6	7	10	4	20	15	35
m	8	5	5	-	17	7	28	4	58	16	74
n	3	3	-	-	17	3	33	2	53	8	61
o	3	1	1	-	-	1	5	2	9	4	13
p	9	2	-	-	-	2	8	1	17	5	22
q	1	-	3	-	3	2	5	2	12	4	16
r	1	2	1	-	-	-	4	-	6	2	8
s	2	-	-	-	2	-	12	-	16	-	16

Other
t=Reputation of speaker
u=Credibility of provider/sponsor
v=Accessibility of activity
w=Peer pressure
x=License renewal/certification
y=Other [specify]
NR=No response

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
t	14	3	9	1	23	12	68	5	114	21	135
u	17	11	5	-	20	13	46	4	88	28	116
v	14	13	8	1	35	19	84	9	141	42	183
w	-	-	1	-	1	2	1	1	3	3	6
x	-	-	2	-	-	2	48	2	50	4	54
y	-	-	-	-	2	-	1	1	3	1	4

Examples: To obtain certificate for public school library; topic of interest [2]; pertains to my responsibilities; to renew certificate; sabbatical
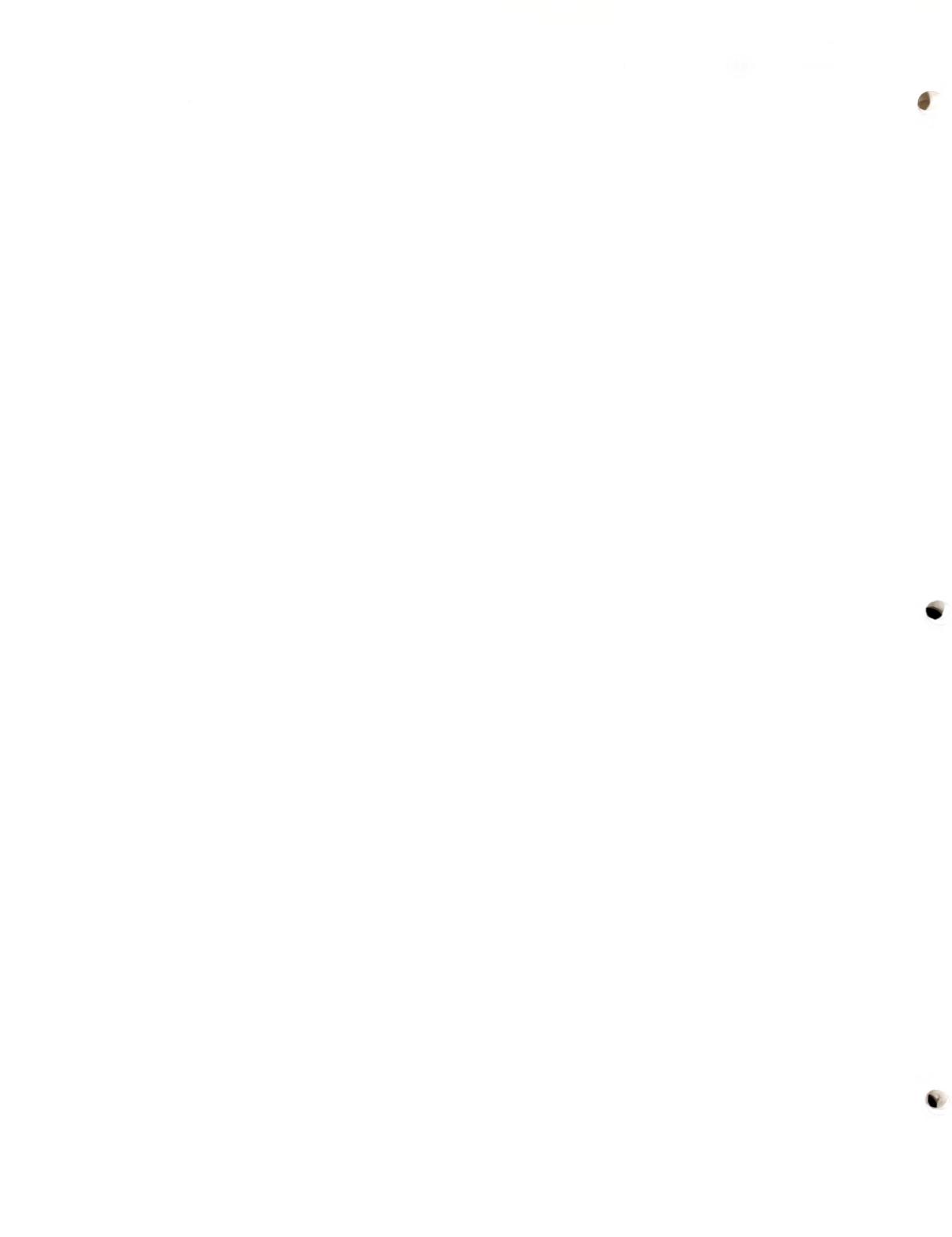
	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
NR	-	1	-	-	4	2	4	3	8	6	14

12. Preferred ways used to recognize participation in continuing education

a=Acknowledgement by administration
b=Record in personnel file
c=Release time
d=Tuition and fee reimbursement
e=Expenses paid
f=Salary change/increase

g=Promotion/tenure
h=Transcript of CEUs/credits, etc.
i=Professional association certificates
j=Opportunity to share knowledge gained
k=Other [specify]
NR=No Response

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	3	3	–	2	11	8	16	5	30	18	48
b	4	11	2	2	14	8	22	9	42	30	72
c	8	7	2	–	10	8	48	4	68	19	87
d	16	9	8	1	34	17	67	6	125	33	158
e	15	14	9	–	40	20	68	6	132	30	162
f	7	3	5	2	15	17	45	10	72	32	104
g	5	2	3	1	3	4	10	3	21	10	31
h	2	2	1	–	10	4	37	1	50	7	57
i	2	1	–	–	6	2	7	–	15	3	18
j	3	4	3	–	23	11	44	4	73	19	92
k	1	–	–	–	2	1	–	–	3	1	4

Examples: Feeling of accomplishing something worthwhile; substitute provided; increased effectiveness; all of the above

| NR | – | 1 | – | – | 6 | 3 | 3 | 3 | 9 | 7 | 16 |
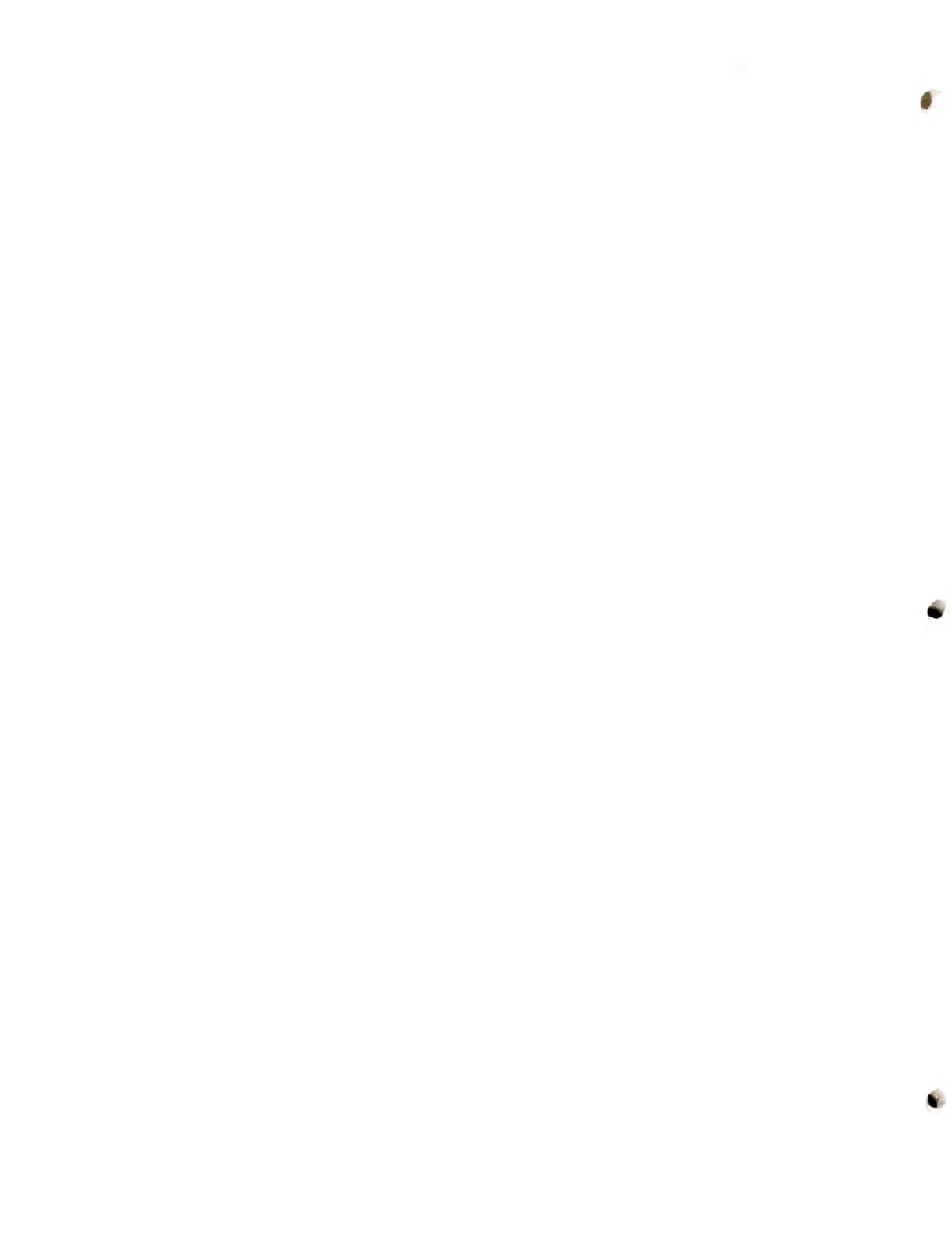
Montana CE Project
Needs Assessment Questionnaire Results – 13

13. Providers of educational opportunities identified as used for continuing education

a=Supervisors
b=Administrators
c=Library
d=Library federation
e=Professional associations
f=Government agencies

g=Library education programs
h=Media education programs
i=Other educational agencies
j=District level media supervisors/coordinators
k=School districts
l=Other [specify]   NR=No Response

Note: When university courses were indicated in [l], they were assigned to [i].

	AL	AS	SpL	SpS	PL	PS	SL	SS	All L	All SS	Total
a	5	12	1	2	9	11	10	4	25	29	54
b	6	2	-	-	6	3	10	1	22	6	28
c	7	9	-	2	12	12	17	2	36	25	61
d	1	1	-	1	41	17	24	1	66	20	86
e	21	8	10	-	29	9	74	5	134	22	156
f	4	-	5	-	10	3	8	-	27	3	30
g	8	5	4	2	23	15	69	5	104	27	131
h	1	2	1	1	4	-	36	6	42	9	51
i	8	4	1	1	7	5	39	5	55	15	70
j	-	-	-	-	1	1	14	-	15	1	16
k	-	-	-	-	3	5	34	3	37	8	45
l	2	2	3	-	10	1	3	2	18	5	23

Examples: Private consultants; periodicals; local library club; other librarians; peers, supervisors, friends, "experts" (2); state library (3); reading; books, interlibrary loan; other library person; ALA workshops; course studies; vendors (4); peers; publications; Career Track workshops; college workshops

NR	-	1	1	-	6	4	7	6	14	11	25

POLICYMAKERS QUESTIONNAIRE
========================
Academic: 17 distributed; _4_returned = _24_%
Special: 4 distributed; _2_returned = _50_%
Public: 26 distributed; 15_returned = _58_%
School: 52 distributed; 18_returned = _35_%
==============================

1. Importance of continuing education

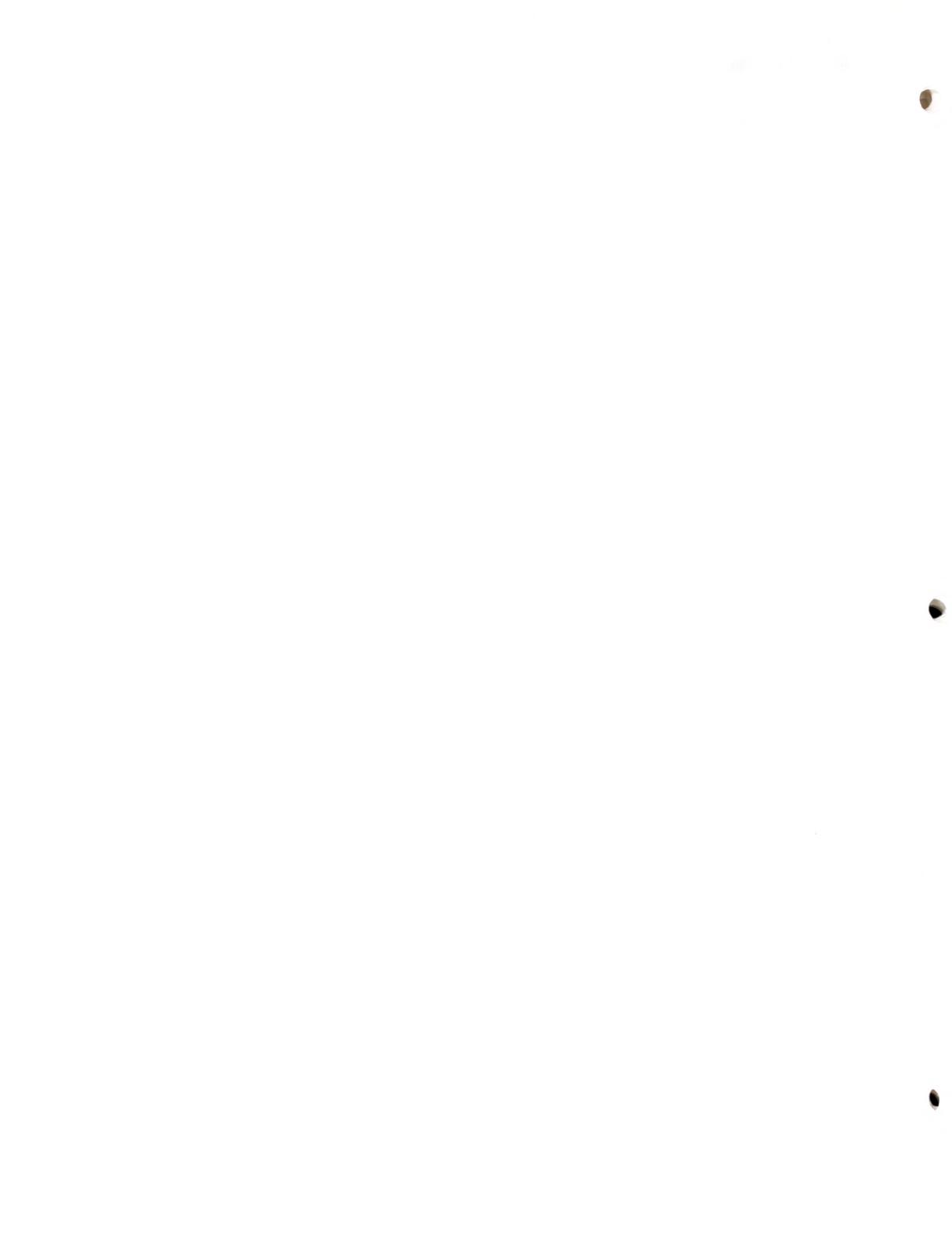|		Academic	Special	Public	School	Total
a	Extremely important	2	–	6	4	12
b	Very important	2	2	8	9	21
c	Uncertain	–	–	–	3	3
d	Somewhat important	–	–	1	1	2
e	Not important	–	–	–	–	–

Comment: Depends on subject discipline

2. Institution funds continuing education activities

		Academic	Special	Public	School	Total
a	Yes	2	2	9	11	24
b	No	2	–	6	6	14
c	Uncertain	–	–	–	1	1

3. Institution has continuing education policy

		Academic	Special	Public	School	Total
a	Yes	2	–	5	10	17
b	No	1	2	10	7	20
c	Uncertain	1	–	–	1	2

Montana CE Project
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4. Librarians are given work release time to participate in CE activities

		Academic	Special	Public	School	Total
a	Yes	4	2	12	11	29
b	No	-	-	2	4	6
c	Uncertain	-	-	1	1	2
	No Response	-	-	-	1	1

### 5. Members of library staff are given work release time to attend CE

		Academic	Special	Public	School	Total
a	Yes	4	2	10	7	23
b	No	-	-	4	7	11
c	Uncertain	-	-	1	2	3
	No Response	-	-	-	1	1

6. A reward/recognition system is in place

		Academic	Special	Public	School	Total
a	Yes	-	-	3	8	11
b	No	2	2	13	7	24
c	Uncertain	2	-	-	2	4
	No Response	-	-	-	1	1

7. Montana should have a certification system for public librarians

		Academic	Special	Public	School	Total
a	Yes	2	-	9	9	20
	b Voluntary	1	-	7	3	11
	c Mendatory	-	-	1	4	5
d	No	1	-	4	3	8
e	Don't know	1	2	2	5	10
	No Response	-	-	-	1	1
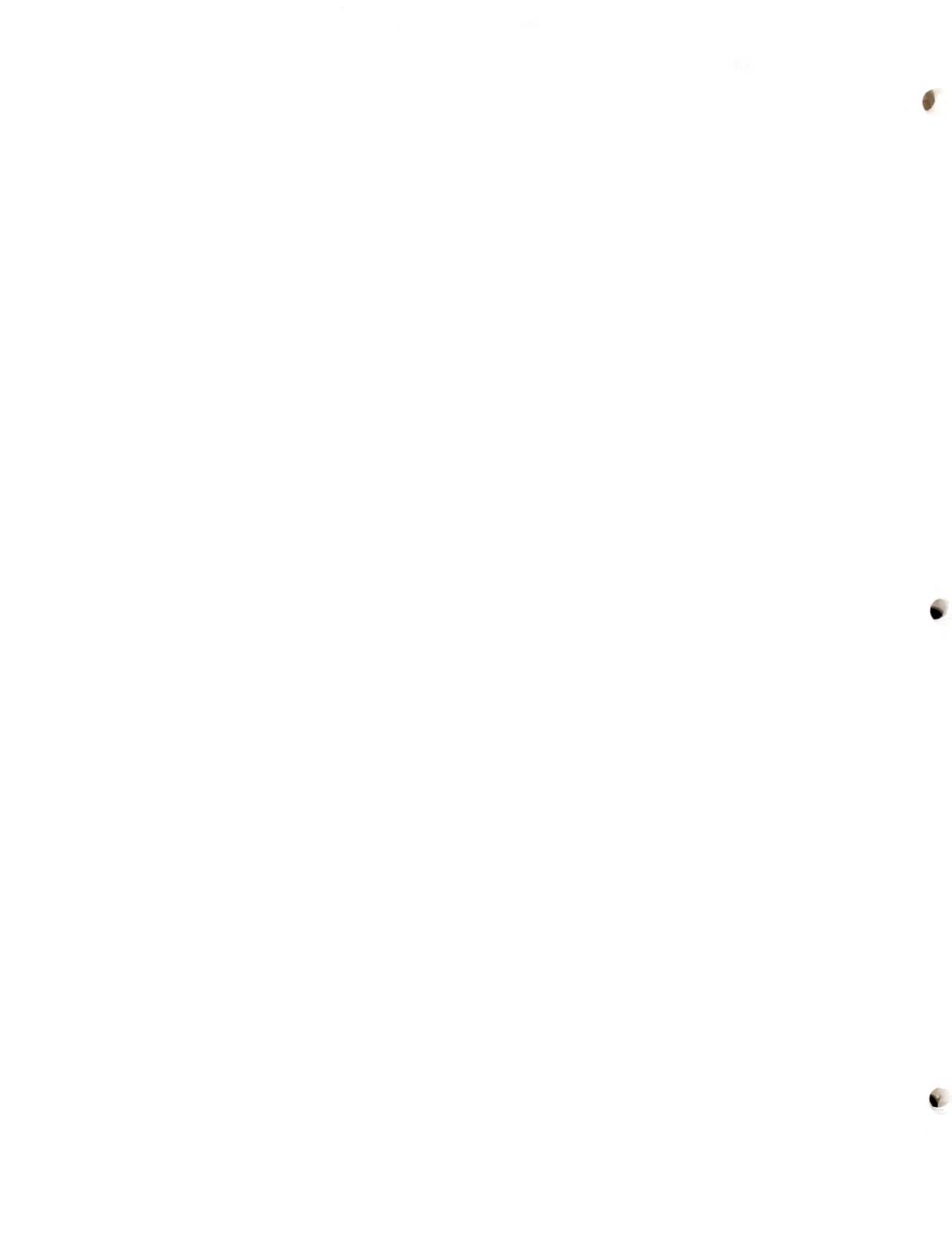
8. Montana should have a certification system for public library support staff

		Academic	Special	Public	School	Total
a	Yes	3	-	4	4	11
	b Voluntary	2	-	4	2	8
	c Mandatory	1	-	-	2	3
d	No	-	-	7	8	15
e	Don't know	1	2	4	5	12
No Response		-	-	-	1	1

9. Continuing education is provided for volunteers

		Academic	Special	Public	School	Total
a	Yes	2	-	2	4	8
b	No	1	2	12	10	25
c	Uncertain	1	-	2	3	6
No Response		-	-	-	1	1

10. Personal continuing education needs regarding libraries are being met

		Academic	Special	Public	School	Total
a	Yes	1	-	7	12	20
b	No	1	1	5	1	8
c	Uncertain	2	1	3	4	10
No Response		1	-	-	1	2
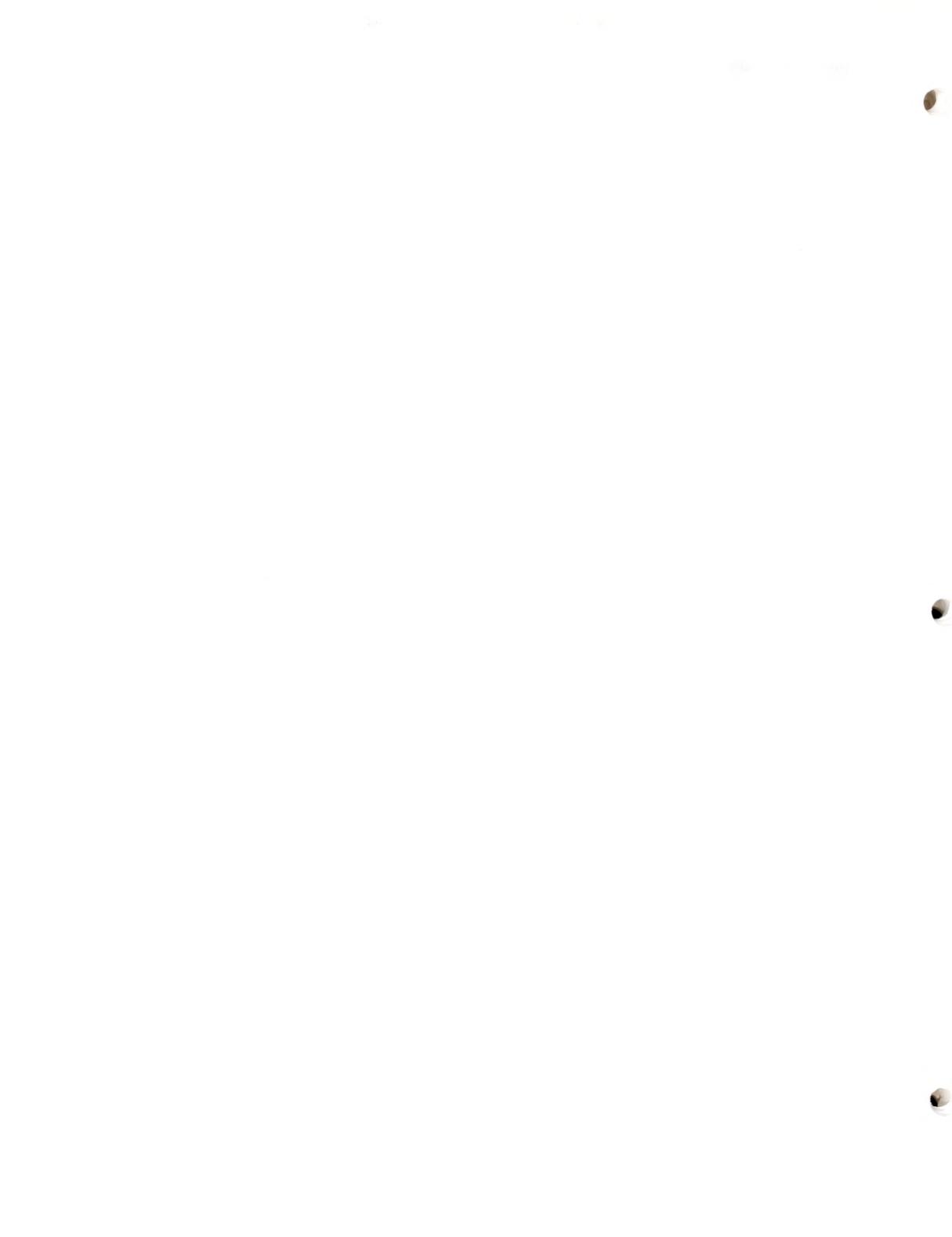
11. Barriers working against providing continuing education for library staff
[Ranked; ✓=checked but unranked]

	Academic	Special	Public	School	Total
a. Lack of opportunities					
1	-	-	1	1	2
2	1	-	2	1	4
3	-	-	3	2	5
4	-	-	1	-	1
5	-	-	-	2	2
6	-	-	-	-	-
7	-	-	-	-	-
✓	-	1	1	1	3
b. Lack of funds					
1	2	-	5	6	13
2	-	-	4	2	6
3	-	-	1	1	2
4	-	-	-	-	-
5	-	-	-	1	1
6	-	-	-	-	-
7	-	-	-	-	-
✓	2	-	3	4	9
c. Geographical distance					
1	-	-	3	2	5
2	1	-	2	1	4
3	-	-	1	1	3
4	1	-	2	2	5
5	-	-	1	-	1
6	-	-	-	-	-
7	-	-	-	-	-
✓	2	1	3	1	7
d. Lack of time					
1	-	-	1	1	2
2	-	-	1	3	4
3	1	-	3	-	4
4	-	-	2	2	4
5	1	-	1	-	2
6	-	-	-	-	-
7	-	-	-	-	-
✓	1	2	1	1	5

11. Barriers working against providing continuing education for library staff-- [Continued]

	Academic	Special	Public	School	Total
e. Lack of staff interest					
1	-	-	-	1	1
2	-	-	-	-	-
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	1	2	3
6	-	-	4	3	7
7	-	-	1	-	1
✓	-	-	-	-	-
f. Lack of substitute staff					
1	-	-	-	-	-
2	-	-	-	1	1
3	1	-	-	2	3
4	-	-	2	1	3
5	-	-	3	-	3
6	-	-	1	2	3
7	-	-	-	-	-
✓	-	-	2	3	5
g Other					
1	-	-	1	1	2
2	-	-	-	-	-
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
Examples: Need not recognized; no lack					
No Response	-	-	-	1	1
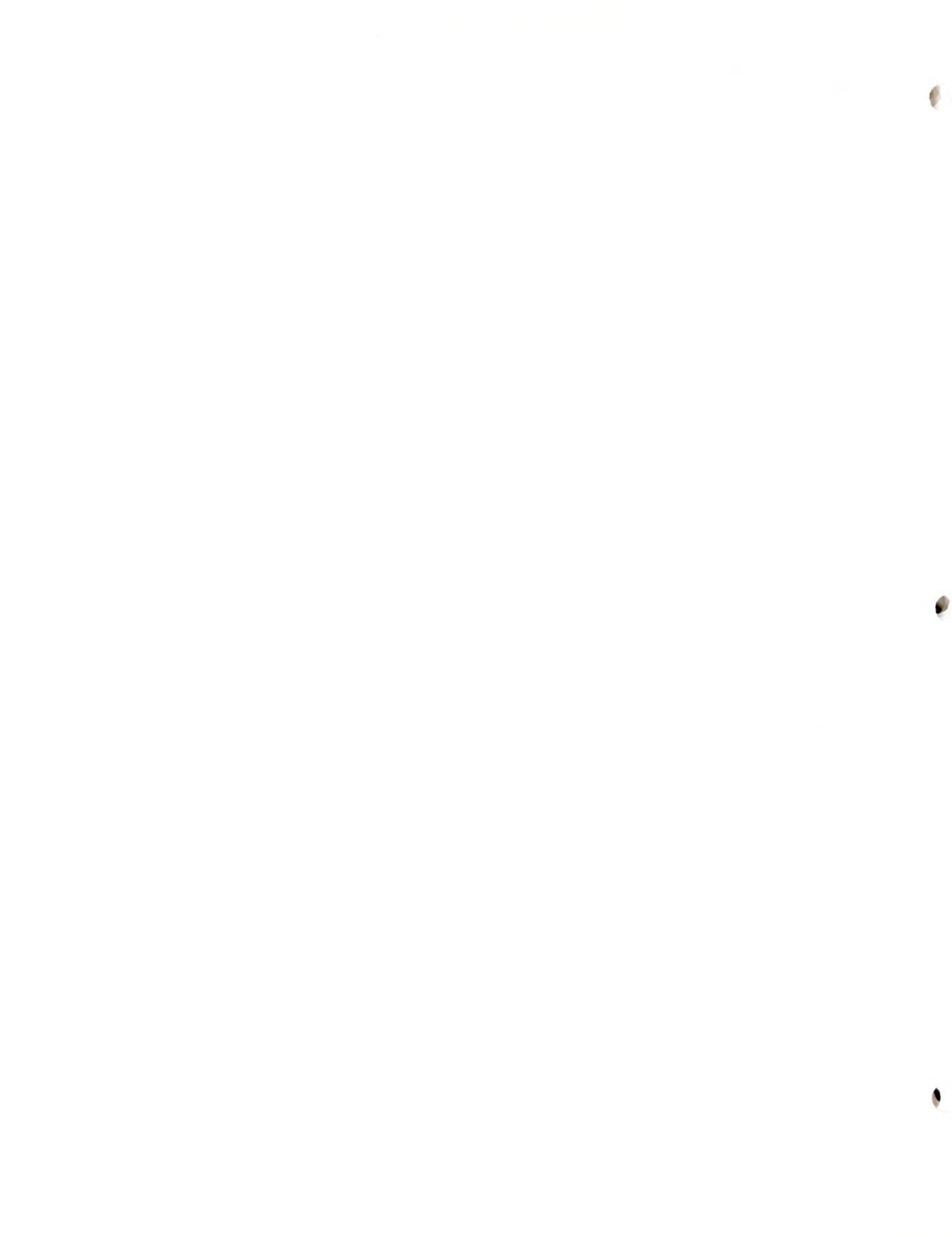
Montana CE Project
Needs Assessment Questionnaire Results – 19

PARTICIPANT DATA SHEET

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Key: AL = Academic library, librarians   PL = Public library, librarians
AS = Academic library, support staff   PS = Public library, support staff
AP = Academic library, policymaker   PP = Public library, policymakers

SpL = Special library, librarians   SL – School library, librarians
SpS = Special library, support staff   SS = School library, support staff
SpP = Special library, policymakers   SP – School library, policymakers

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1. In present positions, respondents work on the behalf of:

a=Public Library
    b=2500 population or less   d=10,000 - 50,000
    c=2501 - 10,000   e=More than 50,000
f=School Library Media Center
    g=under 100 students   i=251 - 500   k=more than 1000
    h=101 - 250   j=501 - 1000
l=Special Library
m=College/University/Vo-tech Library

	AL	AS	AP	SpL	SpS	SpP	PL	PS	PP	SL	SS	SP	All L	All S	All P	Total
a	-	1	-	1	-	-	-	-	13	-	-	-	1	1	13	15
b	-	-	-	-	-	-	31	7	4	-	-	-	31	7	4	42
c	-	-	-	-	-	-	28	17	3	-	-	-	28	17	4	48
d	-	-	-	-	-	-	8	7	4	-	-	-	8	7	4	19
e	-	1	-	-	-	-	4	5	1	-	-	-	4	6	1	11
f	2	1	-	-	-	-	-	-	-	40	-	17	42	1	17	60
g	-	-	-	-	-	-	-	-	-	15	-	2	15	-	2	17
h	-	-	-	-	-	-	2	-	-	37	3	4	39	3	4	45
i	-	-	-	-	-	-	1	-	-	45	2	3	46	2	3	51
j	1	1	-	-	-	-	-	-	-	14	5	1	15	6	1	22
k	1	-	-	-	-	-	-	-	-	13	8	8	14	8	8	30
l	2^1	1	-	12^2	2^3	2^4	-	-	-	1^5	2^6	-	15	5	2	22
m	20	17	4	-	-	-	-	-	-	-	-	-	20	17	4	41
NR	-	-	-	-	-	-	-	-	-	2	-	-	2	-	-	-

[1] Hospital library(1), tribal college/tribal library(1)
[2] Medical (4), state government agency (2), corporate law library (2), state library (1), genealogical library (1), hospital (1)
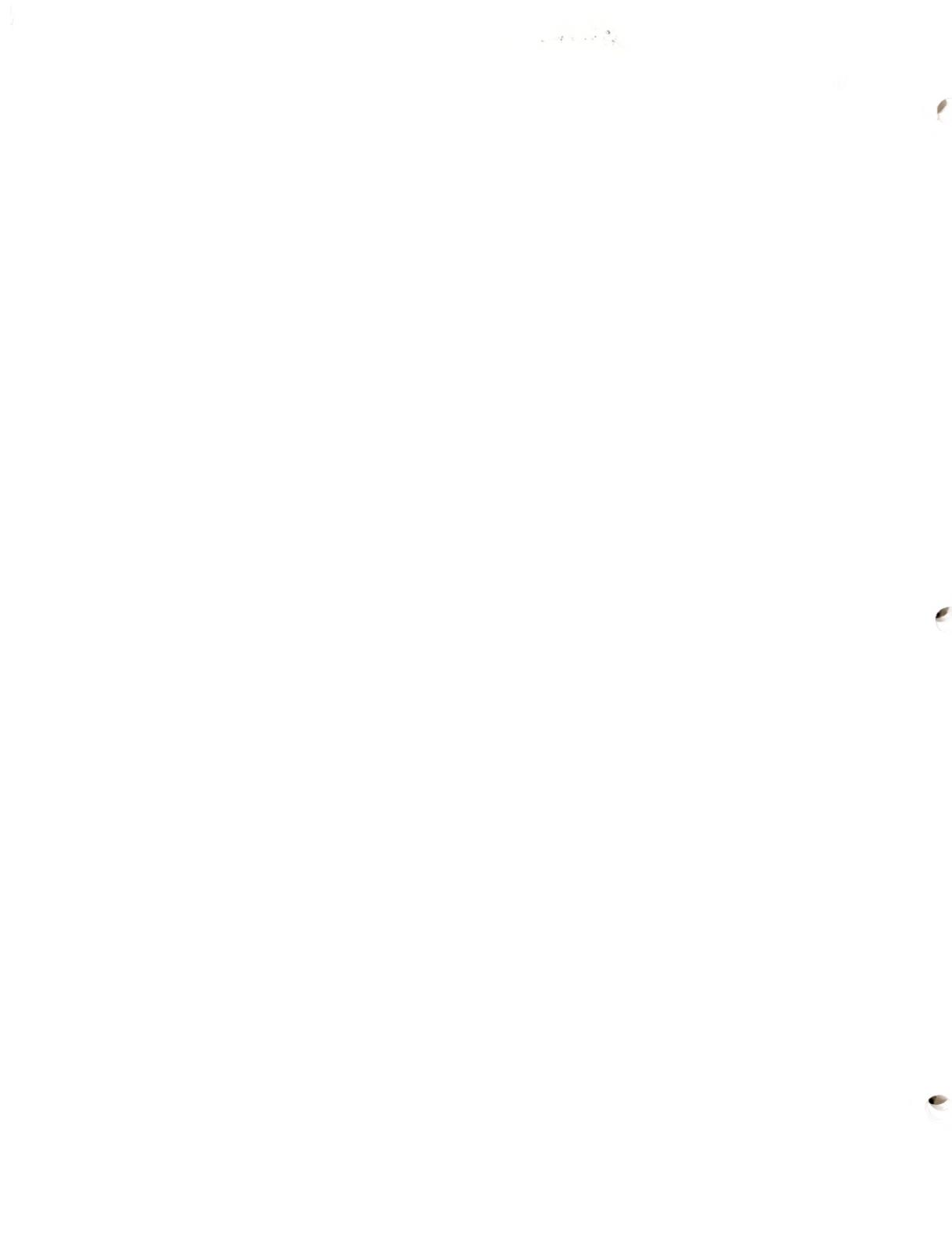[3] Government (1), no designation (1)
[4] Public affairs (1), medical (1)
[5] Institutional librarian
[6] Elementary; English with heavy emphasis on research
[Note: One respondent indicated working both in public and medical libraries; only medical is counted; one listed both high school and elementary levels]

Montana CE Project
Needs Assessment Questionnaire Results – 20

2. Job category and/or library connection

a=Library Director
b=Middle manager/department head
c=Staff librarian
d=Support staff/paraprofessional

e=Support staff/clerical
f=Policymaker/board member/institutional
   or municipal administration
g=Volunteer

	AL	AS	AP	SpL	SpS	SpP	PL	PS	PP	SL	SS	SP	All L	All S	All P	Total
a	12	-	1[1]	7	-	-	55	3	1	58	2	1	132	5	3	140
b	9	2	-	2	-	-	2	1	-	9	-	1	22	3	1	26
c	3	2	-	2	1	-	6	5	-	65	1	1	76	9	1	86
d	-	10	-	2	2	-	1	10	-	2	4	-	5	26	-	31
e	2	5	-	1	2	-	2	14	-	2	10	-	7	31	-	38
f	-	-	3	-	-	2	2	3	12	-	-	14	2	3	31	36
g	-	-	-	1	-	-	1	1	2	-	1	-	2	2	2	6
NR	-	-	-	-	-	-	-	-	-	2	-	-	2	-	-	2

[1]Tribal college/public library
Other: library media guide (1–6 grade teacher)

3. Functions performed/time spent

a=Support functions
   [technical services, clerical, etc.]
b=Services functions
   [reference, circulation, children's etc.]
c=Management/administrative functions

1 = up to 10% time
2 = 11–25% time
3 = 26–50% time
4 = 51–75% time
5 = 76–100% time

	AL	AS	AP	SpL	SpS	SpP	PL	PS	PP	SL	SS	SP	All L	All S	All P	Total
a.1	6	4	-	4	1	-	15	2	-	32	-	4	57	7	4	68
2	5	3	1	2	-	-	15	7	-	47	1	1	69	11	2	62
3	2	5	-	1	1	-	13	14	-	23	5	1	39	25	1	1
4	1	1	-	-	-	-	4	5	-	6	3	2	11	9	2	22
5	1	3	-	-	-	-	2	1	-	4	7	-	7	11	-	18
√	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	1
b.1	-	3	-	-	1	-	8	1	-	9	-	2	17	5	2	24
2	8	4	1	2	-	-	13	4	-	19	6	-	42	14	1	57
3	5	5	-	4	1	-	15	19	-	44	7	1	68	32	1	101
4	3	2	-	4	-	-	14	4	-	35	-	2	56	6	2	64
5	1	5	-	-	-	-	6	5	-	10	1	-	17	11	-	28
√	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	1

Montana CE Project
Needs Assessment Questionnaire Results – 21

3. Functions performed/time spent [continued]

a=Support functions   1 = up to 10% time
      [technical services, clerical, etc.]   2 = 11-25% time
b=Services functions   3 = 26-50% time
      [reference, circulation, children's etc.]   4 = 51-75% time
c=Management/administrative functions   5 = 76-100% time

	AL	AS	AP	SpL	SpS	SpP	PL	PS	PP	SL	SS	SP	All L	All S	All P	Total
c.1	1	6	1	2	2	1	8	6	6	31	5	11	42	19	19	80
2	3	7	1	2	-	-	13	6	-	44	-	-	62	13	1	76
3	8	2	1	5	-	-	11	3	1	28	2	2	52	7	4	63
4	5	-	-	-	-	-	10	2	-	4	-	-	19	2	-	21
5	5	1	-	2	-	1	13	2	-	9	1	1	29	4	2	35
√	-	-	1	-	-	-	-	-	2	1	-	-	1	-	3	4
NR	-	-	-	-	-	-	1	-	4	5	1	1	6	1	5	12

[Note. One SP indicated 0 time in all three categories]

4. Highest level of education completed

a=Some high school   d=College degree
b=High school graduate   e=MLS
c=Two years beyond high school   f=Other advanced degree

	AL	AS	AP	SpL	SpS	SpP	PL	PS	PP	SL	SS	SP	All L	All S	All P	Total
a	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
b	1	5	-	1	1	-	13	9	1	1	11	2	16	26	3	47
c	-	3	-	-	-	-	18	16	2	-	1	-	18	20	2	40
d	2	10	1	2	2	1	22	13	8	92	6	8	118	31	18	167
e	17	2	1	7	-	-	8	1	-	10	1	-	42	4	1	47
f	9	-	3	4	-	1	5	2	2	29	1	8	47	3	14	64
NR	-	-	-	-	-	-	-	-	-	1	-	1	1	-	-	2

Comments: M.Ed with library emphasis; credits in music and art college level; airline service tech;
master's in education (2); Master of Science (2); elementary education plus library minor (1); one year
tech center (1); airline school--communications (1); cosmetology school
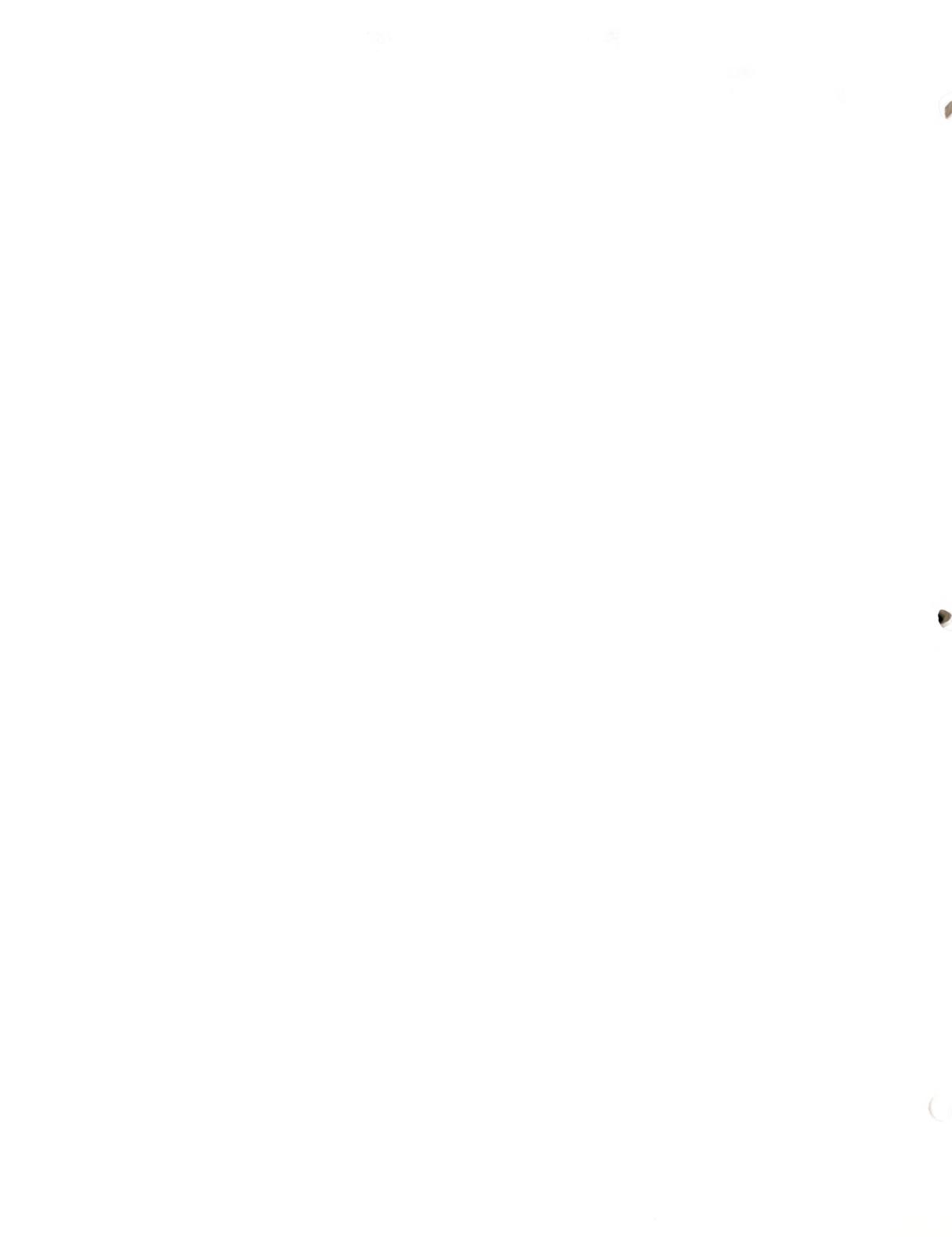
Montana CE Project
Questionnaire Comments - 1

Academic Library - Librarians

Certification for librarians: Yes--the MLS
Certification for support staff. Probably a good idea, unless it equates them with librarians who have an MLS.

I need to earn college credits in any subject area to advance on our current salary scale. Most CE offerings are for non-credit.

I am new to this position. I am the Director, and only full-time employee, of a small, community college library. My responses, therefore, are speculative.

Library schools (Master's level) prepare personnel for entry level jobs. If you are lucky to stay in the profession long enough and move up the ladder you have to gain your management skills from outside sources. So I feel all areas of management are needed for library CE.

Academic Library - Support Staff

Continuing education is important to me personally and professionally. However, 3 factors make it difficult for me to attend continuing education classes: limited budget for continuing education for low-medium level staff, my personal finances prohibit my attending workshops for which I must pay all or a significant part of the fee, and the fact that we are short-staffed (at certain times during the academic year we are stretched to the limit and getting a trained replacement is impossible).

Strongly desire courses that would apply to a MLS. Do not have the time or money to go out of state for this degree.

Due to budget problems, CE events are not pushed (promoted) because the participant will have to pick up expenses.

I'd very much like to attain an MLS degree, but I cannot afford the extended time off to go to Seattle or wherever to pursue it.

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Public Library - Librarians

My only experience when I came on the job was as a user of a library. The rest I have picked up as I came along, so I feel there are a lot of gaps, not only in the educational view, but in my range of experience.

I am close to retirement so I feel that my expectations for the future of CE are not as important to your Committee as the remarks and choices of a younger librarian. Overall, the CE courses I have attended--MLA and Sagebrush meeting--have been very helpful.

Certification for librarians in small libraries would be nice but small towns cannot afford to pay for a certified librarian, much less find one in the community. If a small library receives no funds from the state, how can you enforce this?

Montana CE Project
Questionnaire Comments - 2

As librarian in a very small library, housed in a building used for other purposes, with funding from $300-$500 each ytear, opportunities for use of continuing education, should i choose to use it, would be limited! Our pay as librarian is minimal and we are listed as volunteers.

Regarding #5 Travel/distance. I would travel 250 miles for a conference or 2-3 day workshop. Regarding #9: I would like to have master's level courses to supplement my MLS.

We are a branch of the county library--therefore are under their supervision--we are open 5 days a week--four hours a day--we are limited as to what we can do in many areas--only one librarian.

For about 10 years, the cost of going to MLA was my own cost--also paid someone to sub at library. Now there is $200 available for CE and city provides sub at library.

Our library has no funds available for this. Any conferences attended must be paid for by the individual.

I am the sole librarian in a small town with very limited funding. We are open 25 hours per week, but the town can only afford to pay me for 10 hours. Volunteers (who only check out and shelve books) man the remaining hours. Needless to say, I put in many volunteer hours to keep up with book ordering, cataloguing, answering mail etc. Therefore, any CE would be a real financial strain on our community and/or my own pocketbook unless funded by an outside source.

The subject of CE is very new in our system--and I really am not too informed.

Again, due to budget cutbacks, our travel allowance has been reduced, and will probably not improve in the next 2-3 years.

Continuing education is very important to all librarians to keep up on what is current today. I would like to see the smaller libraries have a chance to send their staff or librarians to as many CE's that they can. Perhaps scholarships/grants could be made available for librarians who seek non-credits, credits or master degrees in library science.

Aspects of CE activities which were displeasing (#2):
  Pre-activity information was not specific enough so I chose something not useful to my situation. (Couldn't info say; "primarily useful for public libraries, schools (K-12) (or whatever)?
  Workshop not accurately titled--much of what is offered seems to be specifically (and almost exclusively) geared to school librarians and libraries--not much for the public sector. And what is there is usually not too significant for the smaller library setting.

Public Library - Support Staff

Since I began working at the library only six months ago, my chances for CE have been quite limited. Two other employees have moved, leaving the librarian and myself the only employees at the library at times. However, the librarian has been very encouraging, has taught me a

Montana CE Project
Questionnaire Comments - 3

grest deal, and has indicated that she supports me in a desire for CE. While it is not necessary for me to attend CE classes to retain my job, I do feel a need to learn more in order to do a better job. Were I to live in a different area of the state, perhaps some of the answers to my questions would be different. However, as I will be here for quite some time, there will be no chance for advancement or other library jobs. So the courses I would like to take would not include the management-type courses necessary for head librarian. Some of the questions were answered according to my feelings about taking CE courses in the future.

I'm sorry, but I really don't feel, at this point, that I've had enough experience to give concrete answers to these questions. For me, this is a job, not a profession; therefore I'm sure that my ideals of library are probably different from those of the professional person.

My main complaint is that our library does not encourage or make it easy for staff to be involved with CE.

I value the time I am using for CE workshops and the chance to share ideas, etc. with other librarians.

As my job is an interim job, in a field not even closely related to my degree, I find everything I do and learn here is continuing education; and feel nothing is going to waste.

As a trustee and interested citizen actively involved in improving a small "rural" library, I see our greatest needs in the area of well trained volunteers. We have been successful in fund-raising for capital improvements but will be limited to a 5-mill operating budget. Our board supplies "volunteer time," above and beyond the call of duty. We could benefit from outside expertise coming to our community to provide training in book preservation, children's programs & activities, building a young adult program, a book endowment program, etc. It would be difficult to get people to go even as far as 50 miles away for such training.

Certification is a desired goal but a difficult one for small libraries on a fixed mill budget. Certified librarians would have to be paid appropriately. If a mandatory law is passed, the state should fund it. *[NOTE: This response and the one above are from a trustee who responded from the support staff group.]*

Some of the workshops at the Federation meetings have been very good. I felt the one in Butte last fall was very helpful. The one in Bozeman this last spring was time wasted--as far as being any help to me. One of the best library workshops I have ever attended was one our librarian arranged at the Forest Service to show a video tape. It was very good--and I have used that knowledge many hours here in the library. It was a tape on mending books--and the tape came from the state library. Due to the distance we have to travel--perhaps good video tapes would be the answer to some of the suggestions people would like to study. In this manner I know we could work it around our hours and it would be enjoyable.

Question 2 on page 1 [displeasing aspects] I answered [was NR!] as referring to question one and those were computer classes that I was able to take here in town. But availability and taking too much time and distance all play a part in keeping me from attending other CE opportunities.

My institution has always encouraged any employee to take part in continuing education; however, there is no written policy on this subject to my knowledge.

Please understand the workshops I did attend were not "too far" but some opportunities were missed because of distance.

Because I'm close to retirement--I've allowed the assistant to go to most CE programs. Not enough budget for both of us. But years ago, I tried to catch everything I could within reason: WICHE (1 week) at Great Falls; library science at Billings (1 week), Missoula (2 weeks), Bozeman (1 week). 3 or 4 different years. These were paid for by myself, the library, and grants.

I am very interested in advancing my library skills. My goal is to achieve library certification and wish that there would be some CE workshops on this or correspondence courses offered--the area I live in prohibits taking college courses as there are no colleges located nearby and telecom is not offered here. Videos on library skills readily available to all staff personnel would be beneficial in my opinion.

Public Library - Policymakers

Less and less each year of budget crunch.

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School Library - Librarians

Most of the courses and preparation one takes for library certification covers most problems. CE is requisite where modern technology has been weighed cost vs. actual use in your situation and found to be desirable--But remember that just because it is new, it doesn't necessarily apply to your situation.

[Displeasing aspects:] Had secondary librarians making lesson plans for elementary and vice versa. A waste of time.

Have only 1 professional leave day per year, and private school's P.I.R. days do not coincide with public school ones.

Closest college has just dropped library science, and I am not prepared to get further education out of town.

I am against further certification as it is already difficult to get a job w/o an MLS. Now that EMC has dropped library science, I cannot even take library courses to renew my teaching certificate. Nor can I go to Montana Library Association meetings unless they are in Billings since I would have to take my 1 personal and 1 professional days' leave to do it and pay all expenses myself. I cannot go to their fall retreat either since our P.I.R. days do not coincide with those of public schools. So CE looks impossible for me, as far as library CE goes.

An annual up-date conference (for credit) would be great--Some vocational areas do one the week after school is out, but anytime would be great (maybe during convention days in the fall). Topics covered could be new trends (equipment, technologies, etc.)--maybe some of the best

library skills classes taught by school librarians; book fair ideas; library promotion (both in-house and to the community); budget guidelines; new and best materials (in all areas...books, AV, periodicals, computer software); maybe a personal recommendation from a librarian who has used the item.

I do not like to take time from my job because qualified subs are rare. There should be more workshops available at Eastern Montana College for librarians and teachers--especially concerning integration of library skills with classroom activities.

I really feel that we need access to a Master's program in Montana. I simply can't afford out-of-state tuition, and don't wish to leave my family for 2 years to get a masters.

Just being back into the library situation I had trouble answering some of the questions. This is my first stab at a library position since college 5 years ago.

Computer technology training for library is my key concern at this time.

I am planning retirement in a year so some of the questions don't pertain (9 for example).

Some aspects of working in a library were completely omitted...example--large libraries and middle sized operations were covered completely, but left out was operation of a small 1 person library.

As a school librarian, I devote 2/7 of my day to library-related activities and teach classes the rest of the time. I supervise the library before school, at noon, and after school, assisting students and faculty to find information. Although I have a K-12 endorsement, my assignment is grades 7-12.

None of these choices fit. I only attended conferences within reasonable geographic boundaries--150-200 miles. Some of the programs did not fit my needs at present, but I never felt that my time was wasted.

In looking back, I am amazed at the variety of CE programs that have been offered that I've been able to participate in: grant writing; collection development; MLA CE offerings; Nancy Polette in Billings; Kids Kits & Books & Beyond through Reading Council & OPI; sharing session at Lewis & Clark public library; meetings of the Headwaters Library Association. The opportunities are present, if we will take them. The only thing that would be nice--and now I am fantasizing-- would be if the classes could somehow be given for college credit--if they could work toward something specific. I am not free to pursue a master's degree in an out-of-state institution, in an ALA approved institution. I am beginning to feel that restriction very acutely.

Not available: library courses (at university level) beyond BA minor. School won't allow time to attend MLA (etc.) conferences. Since this is only my sescond year of teaching, I haven't had many opportunities, but those that were available had to be passed up because the school frowns on taking too much time off. I did use time last year for CE in my other field (art), however. I feel an almost desperate need for CE in library. Montana Library endorsements don't give one all the knowledge needed to run a library!

Montana has a real need to improve continuing education for librarians. This could be accomplished at area and state meetings. State meetings tend to be held in the western half of the state during May, which eliminates school librarians in many schools. I am not interested in "camping out," canoe trips, etc. at these meetings. A full schedule of workshops would be appropriate. Summer workshops are held for most areas of teaching except library. 3-4 day workshops would be great!

On question #5 [distance], depends on who pays for the trip, leave time from school, other people in area who might also be attending and car pool.

In my opinion, the most important challenge to librarians is automation and adapting to computers. Thus, CE in this field is of prime importance!

Cost and distance factors are important factors along with time involved. Institutions must make a commitment to their staff for the continuing development of staff's potential by allowing them the time and perhaps monies to improve their skills.

For item #6 [cost of most significant CE event], in order to include the workshops (pre or during) at MLA, cost was $51-$100, but was paid by my school district. #9 [level of library preparation desired] - I would have been pleased with (d) [assorted college courses], but since none suitable were available - I am currently engaged in out-of-state correspondence courses in order to recertify. Previously, I was able to attend workshops and college courses, but there was too little to choose from in the library-related field, even five years ago.

I feel very strongly toward CE in this state--Folks interested in continuing into a Master's field have little option/future of obtaining it at this time without CE programs in place--I would be willing to offer support and volunteer services to help get such programming underway!

Last spring, I completed my library media endorsement. This is my first job as a school library media specialist. I have not attended any CE events, but am interested in doing so.

I teach junior high, guidance K-12 and library K-12. I can't afford to take large amounts of time from these duties. I enjoy weekend and summer classes. Would be nice to have MLS program in Montana or North Dakota on a 3 day/2 hour class schedule like NMC has during the summer.

It is extremely hard in our district to get released time to attend out of town CE events because of budget constraints and paying for substitutes.

I am the librarian for 3 different buildings (3 small libraries). I also teach library skills bi-monthly to all students from 3rd-8th grade (approximately 400-500 students). Because I also teach a gifted language class for 1 hour a day;, I have an aide for 1 hour a day;. Other than that, I have to rely on high school students for any other help I get. This situation makes it difficult for me to get excited about continuing education of any sort in the library field. Frankly, I'm trying very hard to get back into the regular classroom ASAP.

I would like to see one unit of the University system that would have an MLS program with the courses offered during the summer or so it could be completed with a minimum amount of time away from the job.

School Library - Support Staff

Very little time is allowed clerical personnel to obtain CE in this district. Our positions are never covered for any; absence and the work load is such that people cannot be away from their jobs. After over twenty years in this district in five different positions, job training has been of the on the job variety. Once I attended a business machine course at night, once I have had CE during working hours. We would wish it otherwise.

These do not pertain. This library is run by a 1/2 time librarian and 3 volunteer helpers. As a volunteer, I have not heard of any CE available in this rural area. I would be interested if it were available.

All continuing education, on my part, has been through in-service programs.

I am a library aide and, at this point, I would of course like to learn ways to make my job more efficient and interesting. A lot of these questions do not apply to me, but I would like to see education of any sort furthered and made available readily.

School Library - Policymakers

Reward system if college credit is attached.

Continued education, in my opinion, is more the responsibility of the individual on his/her own time, rather than the responsibility of the employer (public especially).

This is a small country school with four students. We keep a small library on hand.
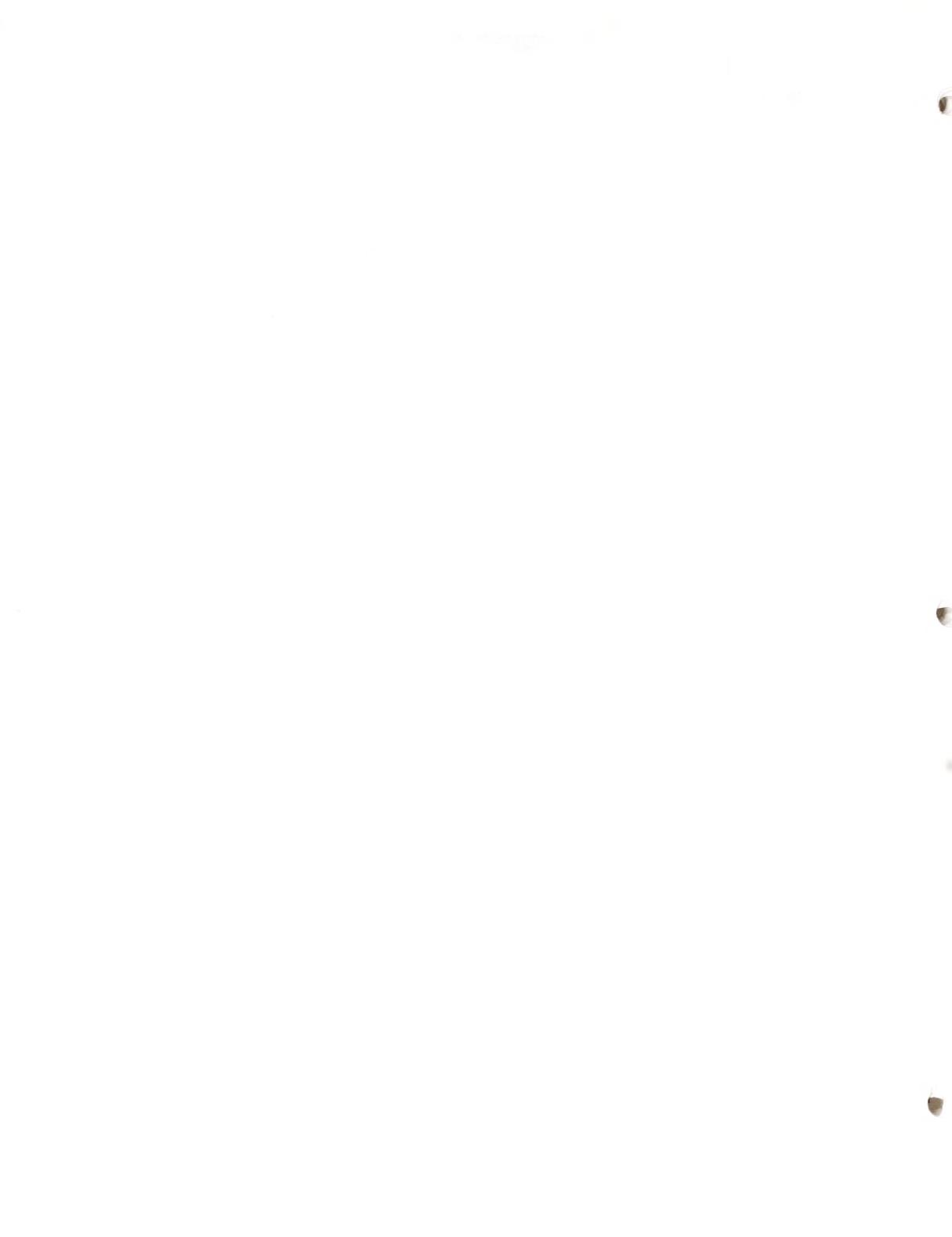
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Special Library - Librarians

How far is my boss willing to send me? I'll go 500 miles or more if the CE event is of interest and related to my job. I am personally interested in some CE topics mentioned in #3 but my boss would probably not be willing to fund my attendance. My institution does provide some CE in such general topics as computer usage, career planning, etc. My institution has a policy of reimbursing employees for expenses of college courses related to their job if the employee receives a "C" or above. All other decisions related to CE are up to individual department managers. Our manager decides each case on an individual basis. Therefore, we are not required to obtain CE; neither are we guaranteed a certain number of CE opportunities per year, etc.

Question #1 is weakly constructed. I attend one national conference a year which provides many CE opportunities. The preconference workshops offer credit in CEUs but are not sanctioned by any of the organizations listed.

I think state recognition is an essential element and would serve to develop a consciousness on the part of employers/purse string holders of the education and expertise required to be an

Montana CE Project
Questionnaire Comments - 8

excellent librarian. A variety of grades of certification could also include librarians in academic and special environments, and while not having any force of law, could lend credibility and prestige within the institution and state as a whole.

I've attended dozens of presentations-- at one time or another all these [displeasing] aspects were a factor.

Special Library - Support Staff

I would certainly like to see some type of certification in library science for those of us who have library science minors and/or years of library experience, but do not have a master's in library science.